

THE *Nation's Schools*

The Magazine

of Better

School Administration

JULY

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Make Substantial
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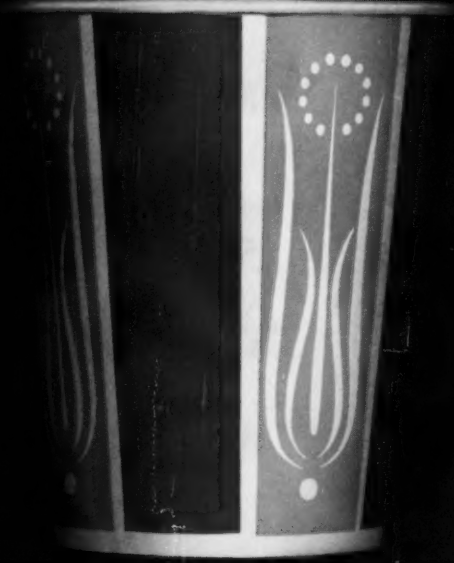


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The image features a central illustration of a Sloan flush valve, a classic design with a vertical stem, a horizontal handle, and a circular flush button. The valve is set against a dark background that resembles a calendar page with years from 1906 to 1961. The paper is torn and layered, with the valve appearing to emerge from the center. The years are arranged in a grid-like fashion, with some years appearing more prominently than others due to the tearing effect.

1906 1914 1922 1930 1938 1946 1954
1907 1915 1955
1908 1956
1909 1957
1910 1911 1950 1958
1911 1912 1943 1951 1959
1912 1920 1952 1960
1913 1921 1953 1961

*Through
the Years*

Sloan Stands Alone as the Leader

In October, 1906, when the first Sloan Flush Valve was made, other flush valves were already on the market. Through the years, each has had equal opportunity to grow—to become the flush valve of popular acceptance. But today, as always, the vast majority of the Nation's fine buildings are Sloan equipped—conclusive proof that Sloan stands alone as the leader.

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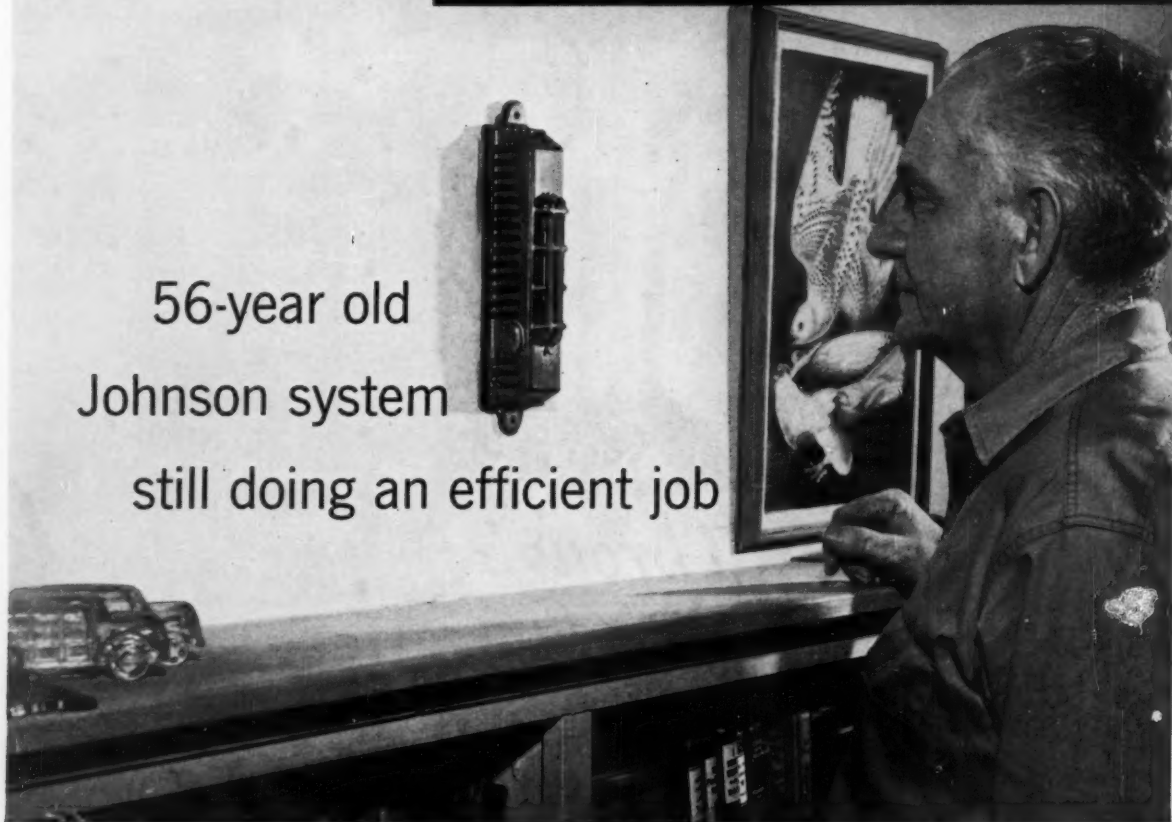
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Sequoyah School, Muskogee, Oklahoma. Built four years before Oklahoma became a state, it is a good example of sound construction, quality materials and equipment, and proper maintenance.



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THE Nation's Schools

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

JULY 1961

How To Use Democratic Processes in School Administration

Some decisions the administrator must make alone; others should result from advice of staff and community; still others must be based completely on group action. Here are the how's and when's of each.

43 Lloyd K. Wood

What N.D.E.A. Has Done — and Can Do

The National Defense Education Act was needed to improve education in general, says the author. He lists eleven arguments why N.D.E.A. has done a creditable job — and why it ought to be continued.

45 J. Graham Sullivan

Tomorrow's School Buildings: How To Figure the Need

Community growth follows a general three-phase pattern. Here is how to detect it and analyze it — and put it to work in plotting the need for school buildings next year and in the years ahead.

47 H. T. James

Schools Have No Police Powers

In a conflict of authority between two public corporations, a school district is reminded that it has no police powers, and, in this case, cannot put up a building without fire district approval.

48 Lee O. Garber

Where Curriculum Consultants Have Replaced Department Heads

Since "curriculum consultants" (five one-time master teachers) now administer house schools in Fairfield, Conn., the scope of teaching is broadening, curriculum guides are being established, and staff morale is upgraded.

49 Walter H. Hellmann

How To Streamline Purchasing

By weeding out cumbersome and restrictive policies and simplifying its forms, this school district revamped its entire purchasing procedure. Your district can do it too, says the author, who tells how.

57 D. A. Shinneman

More Southeastern Views on School Business Administration

Here are more views of school businessmen on custodial care, transportation, federal-state aid, and schoolhouse planning — as voiced in papers presented at the recent S.A.S.B.O. convention in Richmond, Va.

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Business Officials Talk Shop in Two States

Subjects ranged from ethics to planned maintenance and easing building tensions at the Missouri and Michigan conventions of school business officials. Here are first-hand reports from both.

66 B. R. Oosting

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THE Nation's Schools

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Would Require Course on Communism 46

Administrators want high school students to study about communism — preferably as a course, but at least as a unit. Preference is that they study about it in Grade 12.

SCHOOLHOUSE PLANNING

Circular Building With Trapezoidal Classrooms 50 B. R. Hardman

"Well rounded" refers not only to the program of instruction, but to the building itself at Pacific High School in San Leandro, Calif. Unique advantages of the unorthodox shape are explained.

All Services Conveniently Located 55 P. T. Lones

From the viewpoint of the professional staff, the new round high school with its wedge-shaped classrooms affords maximum flexibility and utility for the instructional program.

SCHOOL LUNCH

Scheduling Can 'Double' Lunch Services 62 N. P. Lund and I. Y. Ponti

Two New England schools are using staggered, wave and overlap scheduling of their lunchrooms. Their cafeteria directors tell how to make double use of facilities — with no loss of efficiency.

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ADMINISTRATOR'S

CLINIC

By CALVIN GRIEDER
Professor of School Administration
University of Colorado

Sabbatical Leaves for Administrators?

SUPERINTENDENTS and principals of schools, particularly the former, who read these lines in the full bloom of July, don't need to be reminded that the good old summertime has become one of the busiest periods of the year.

'Twas not ever thus. Two, three and four decades ago it was commonplace for administrators to get in a bit of advanced study during the summer on some college or university campus — not every summer, but every once in awhile. As a matter of fact, in the Thirties I and virtually all the other men of my generation (which is rapidly attaining the status of elder statesmen) got our master's degrees in this way.

Time was more plentiful than money. How we did it, with families to support on salaries of \$1500 to \$1800 a year, is still a mystery to me. There were no G.I. bills, no N.S.F. grants, and the like. And don't give us that old refrain that the dollar was worth a lot more then. It was, but not *that* much more.

Now the reverse is true. Administrators have the wherewithal, generally speaking, but they simply cannot take off five to eight weeks during the summer for advanced study. Many do not feel able to take the three weeks' or a month's vacation that they are entitled to.

This is a bad situation. And to cope with it an excellent solution has been recommended by Mrs. Carl Wilen, a school board member in Manhattan, Kan. She suggests that school boards provide for periodic study leaves for their superintendents. This idea also would be applicable to secondary-school principals and others on a 12 month contract.

This is one of the most enlightened suggestions I have heard for a long time in the realm of practical school administration. Every superintendent ought to have an understudy, a deputy, or administrative assistant of some kind to whom the general management of schools could be entrusted for periods up to a quarter or a semester of an academic year. A quarter is usually 10 to 12 weeks; a semester runs 16 to 18 weeks.

Granting such a leave, with pay, after every sixth full year of service would be equivalent to the long standing practice of sabbatical leave observed by many colleges and universities. Sabbaticals usually are granted for an academic year on half pay, or for a semester or quarter on full pay. Few administrators would want to be away from their posts longer than a semester.

Think of the lift that both an administrator and a school system would get from this small investment. As leaves of absence become more widely adopted for the teaching staff, let's not allow the man in administration to become the forgotten man. Talk it over with your school board.

With All Their Faults, Local Boards Are Necessary

THE control of certification of school personnel by lay boards was branded as one of the major obstacles to the attainment of genuine professional status five years ago by Myron Lieberman in his book, "Education as a Profession."

He emphasized that among all the licensed professions, education is unique in being governed by lay boards at both the state and local levels. In a 1960 book, "The Future

of Public Education," he suggested that control of the schools should be removed from lay boards to professional educators. He is by no means the first, nor will he be the last, to exhibit impatience with the American school board system and the very high degree of control lodged with lay boards.

Within the last few months some questions have been raised as to the wisdom of vesting the licensing authority in boards composed only of practitioners, such boards as those which license doctors, dentists, nurses, architects, engineers, barbers, cosmetologists and so on. When one examines both sides of the matter, the lay boards characteristic of educational control, including certification, do not look so bad.

The director of the California State Department of Professional and Vocational Standards is convinced that the people are entitled to more protection than they are getting from self-governing professional and vocational boards. Not only is there little or no representation of the general public on these boards, but, also, in many cases the actual day-to-day operation and the enforcement of professional codes are delegated to paid executives who thus possess a great deal of power.

Suspensions of monopolistic professional and vocational control of licensing and, in some instances, of fee fixing are not limited to the Golden State. Certification laws and practices in most states need updating, and in some states they need greater wisdom in their administration.

The record of teacher licensing practices generally is one to be proud of. The more one examines the total licensing field, the better the certification of educational personnel stands up in comparison.

John M. Foskett, professor of sociology at the University of Oregon, labeled this issue as false, in his address last February at the A.A.S.A. convention in San Francisco. "The real question," he said, "is not who makes the decisions or where, but, rather, how are the decisions made, regardless of who makes them?"

Whether we agree with this or not (and I do not fully concur), Mr. Foskett did, in the main body of his speech, make a strong case for local control of education. His conclusion: "While there are real dangers in initiating an effective decision making

(Continued on Page 8)

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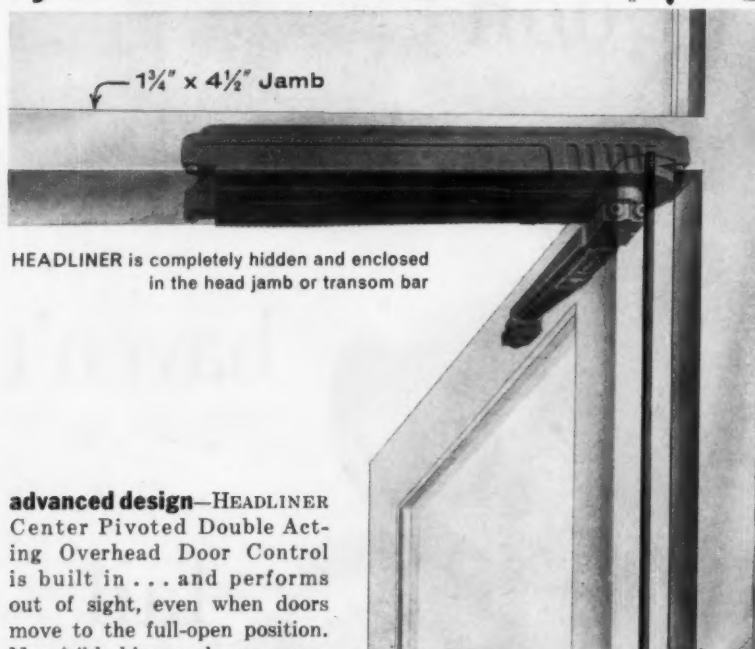
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Administrator's Clinic

(Continued From Page 6)

process, at the local or any other level, the dangers of not doing so are even greater."

If they understand the problem under study and have access to the pertinent information, he said, lay board members are "reasonable and surprisingly enlightened." Or, on the other hand, if they do not know what the real problem is and do not have the relevant information, they can act in surprisingly unreasonable and stupid ways.

These generalizations naturally are applicable to all kinds of boards, within education and outside it, whether they are comprised of laymen or professionals.

I mention this because it is a relief to hear a responsible voice uphold the possibility and the probable superiority of local educational control, the virtue of allowing wide discretion presumably within the framework of state constitutional and statutory law.

It is another encouraging sign in the midst of the gloom that the California school board association gave strong support this year to a bill providing for more discretion at the local level. Unlike other states, California has for decades governed its educational system under a philosophy that whatever is not specifically permitted to local boards in the state education code (a hefty tome of some 1500 pages) is prohibited to them.

Everywhere we see a strong tide of centralization moving toward greater state and (even stronger) federal control, not just in education but in many fields. I am myself an advocate of strong state educational administration in the sense that state government should guarantee the availability of good opportunities for every child and youth. However, along with this we must preserve and defend, and recapture, if necessary, a large measure of local discretion and control.

There is nothing incompatible in this arrangement, which we have been approaching gradually in an evolutionary fashion for years. In these parlous times, when those with a totalitarian cast of thought are becoming more blatantly insistent, we may have to exert ourselves more than is usual in order to hold on to this arrangement and, hopefully, improve and strengthen it. ■

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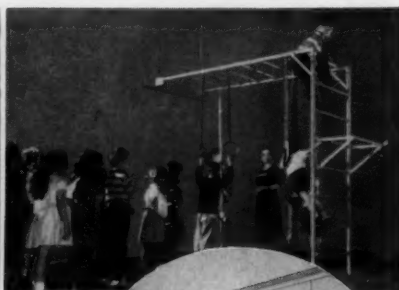
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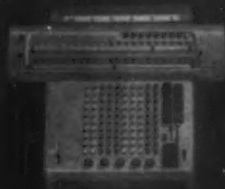
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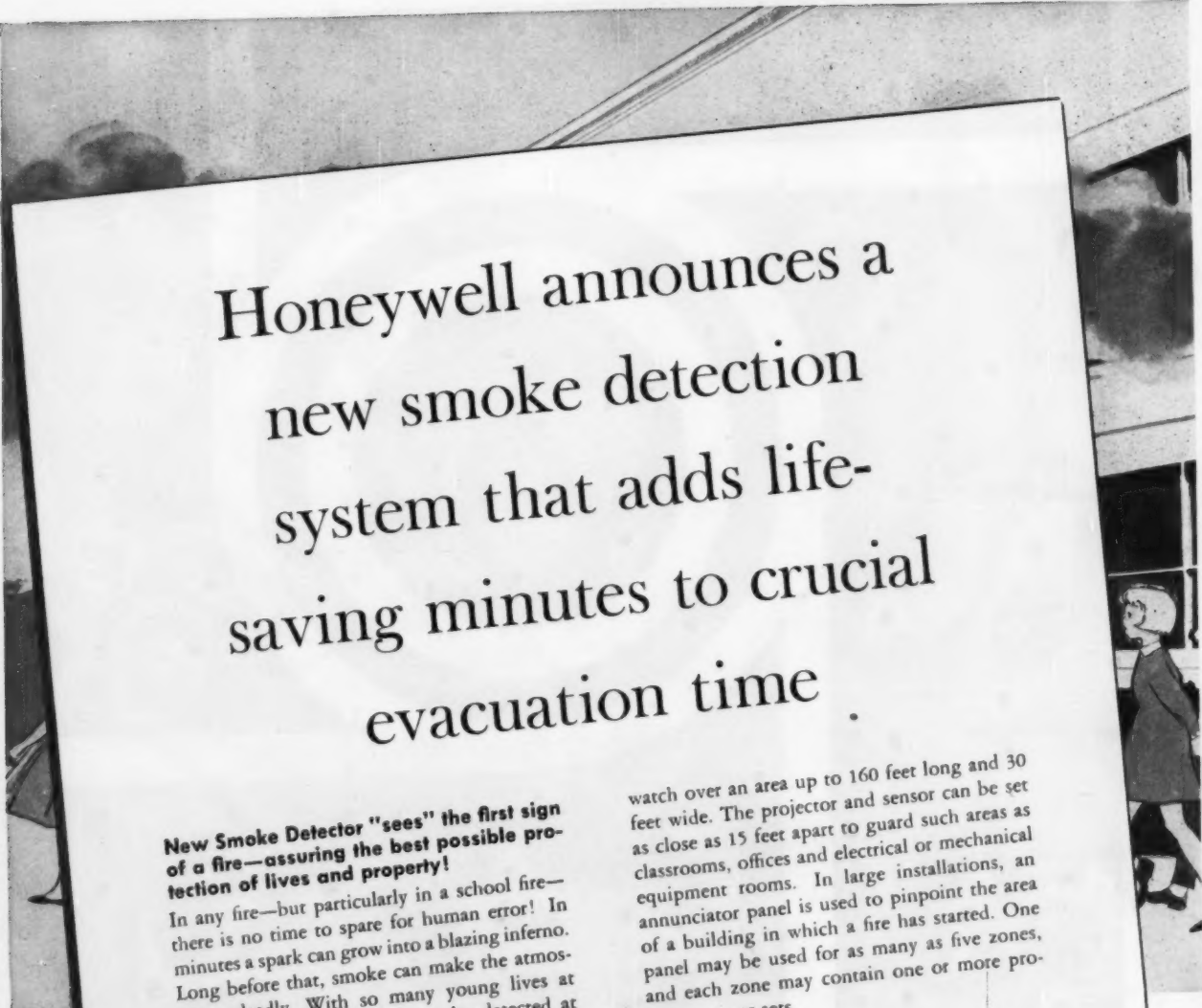
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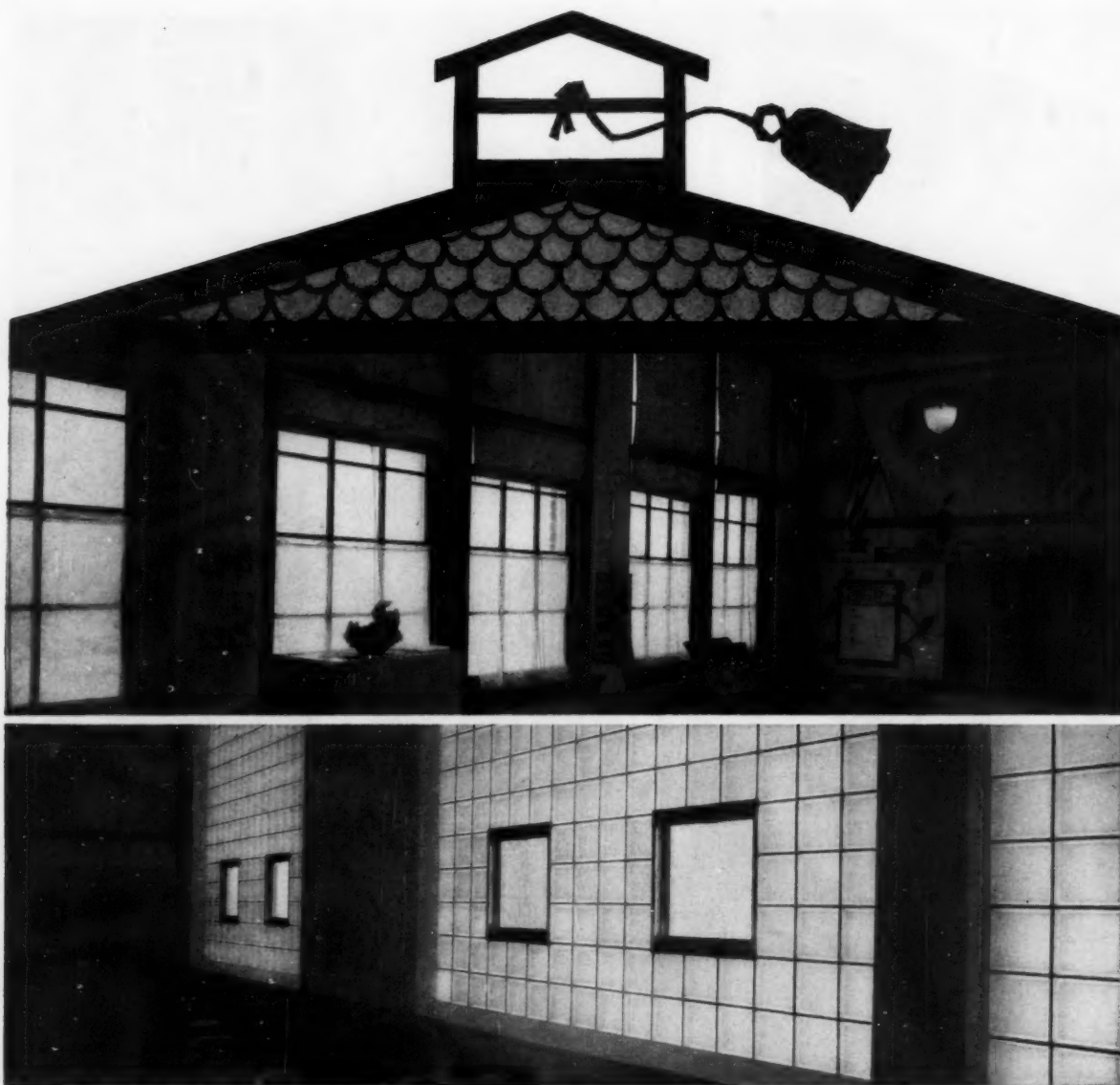
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Hammered Coolite, Glare Reduced, installed in Pacific High School, San Leandro, California. Architect: Schmidts, Hardman & Wong, Berkeley, Calif. Glazing by: W. P. Fuller & Company.

"Educated Daylight"

SCORES HIGH in TODAY'S SCHOOLS

Whether it be in a western elevation where Coolite Heat Absorbing glass is installed to harness "raw" sunlight and control temperatures . . . a skylight to provide a large area of shadowless illumination . . . classroom fenestration that directs light deep into interiors . . . polished or obscure wire glass that provides fire retardance plus security . . . there is a Mississippi product that will handle your assignment capably and at reasonable cost.

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in six exclusive, new Trendwood® finishes*

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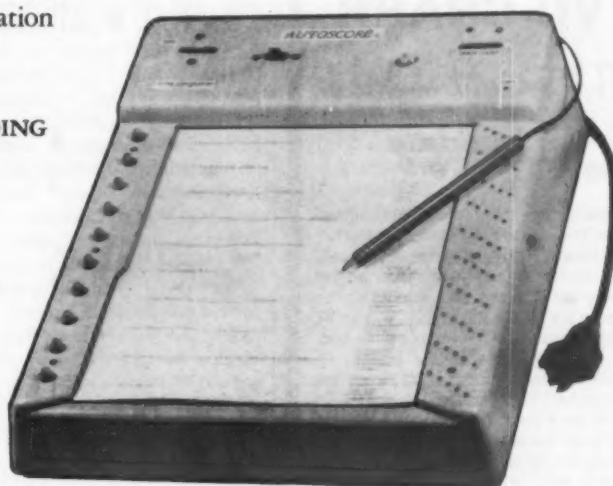
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Designed by a professional engineer with seven years' experience in the education field, **AUTOSCORE** is a remarkable new teaching aid designed for classroom use. **AUTOSCORE** relieves the teacher of the tedium of repetitive drill. **AUTOSCORE** offers ease of operation

for teacher and student, yet never allows a question to be skipped or an answer to go uncorrected. **AUTOSCORE** is smaller and lighter than a standard typewriter.

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AUTOSCORE —a VERSATILE *system of programed instruction*

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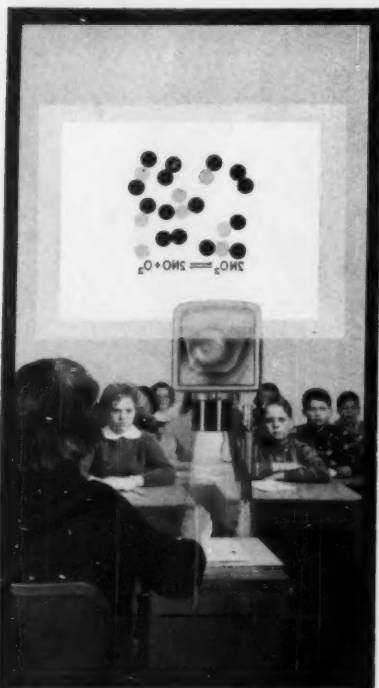
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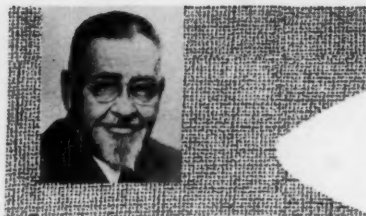
Operated from the front of a fully lighted room the Vu Graph is a teacher's "electric blackboard." Facing the class at all times, the teacher projects what she writes, as she writes it. A new word appears on the screen the instant she says it . . . step by step a problem is solved before the eyes of the entire class as she explains it. Almost without effort the Vu Graph becomes her "right hand of teaching."

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PROJECTION
DIVISION



ON THE SHELF

with James M. Spinning

An Earnest Attempt To Appraise Our Schools

THE SCHOOLS. By Martin Mayer.
New York: Harper and Brothers. 1961.
Pp. 446. \$4.95.

SOME early comments and quoted tidbits led me to expect that Mr. Mayer's new book would turn out to be only a compendium of captiousness in which the schools take a complete shellacking. I do not find it so. This is an earnest attempt to understand, describe, and appraise. The excellences of the schools are applauded as vigorously as their stupidities are condemned, and the author takes more delight in finding the excellences.

Panorama With Close-Ups. Bear in mind that the author is not a schoolman; he is a professional writer. Graduate of a New York City public high school and of Harvard University, he has been, or is, reporter, editor, music critic, and distinguished free-lance writer. At 33, he is already the author of such successful books as "Wall Street: Men and Money" and "Madison Avenue, U.S.A." Now, he is author of "The Schools," a real *tour de force*, Guntherian in scope, panorama with close-ups. It tells what the schools expect of children in the United States, Britain, France, Denmark, Norway and Finland, and what, in a wide safari, the author saw happening in their classrooms.

Into this book's preparation went almost three years, thousands of traveled miles, and visits to more than a thousand elementary and secondary classrooms in some 150 schools, as well as voluminous reading in the history and philosophy of education, and 1500 interviews with persons involved in education — teachers, administrators, professors of education, foundation officers, test-makers and textbook publishers.

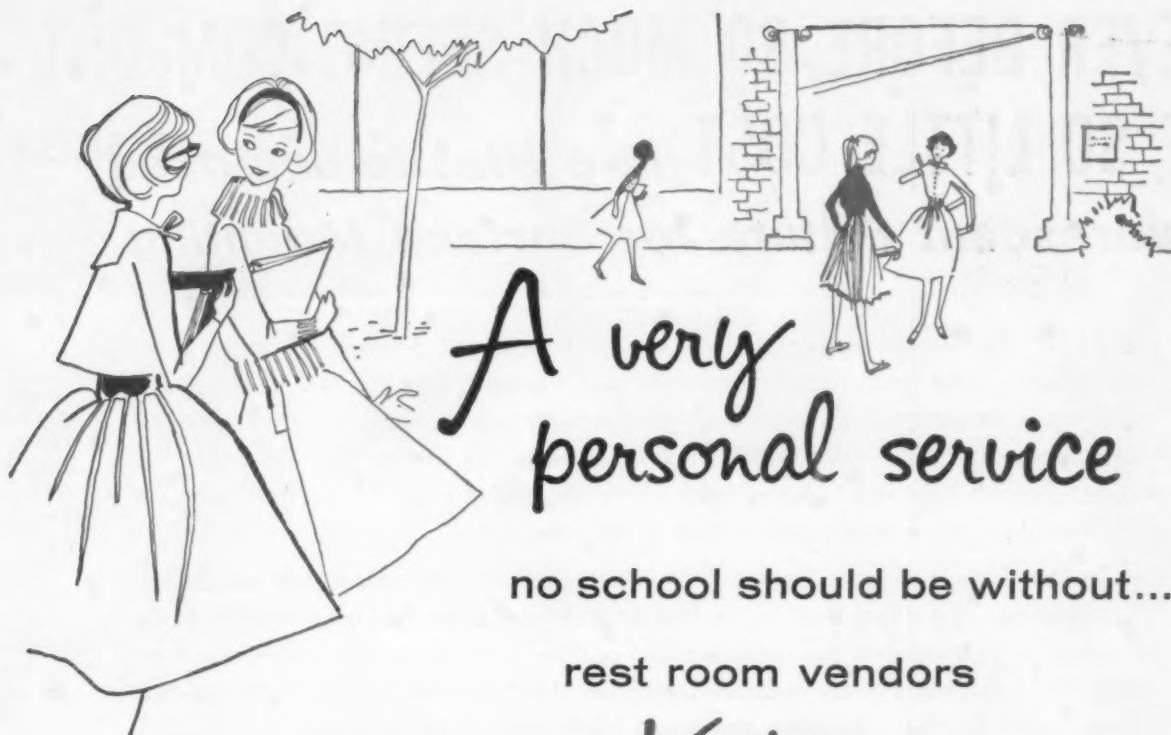
Recognizes Good Teaching. Mr. Mayer knows *good teaching* when he sees it. About that he grows as lyrical as an objective writer dares to be. Most often, his admiration is stirred by the divine maverick who knows when and how to escape the prescribed course of study in a way to make young eyes light up. He is "dazzled again by the always fresh discovery that a great teacher can do anything he damn pleases, with any subject or any class, that for such rare teachers there are no rules, or, rather,

that all rules are made to be broken." Wryly, he quotes the brilliant teacher, set back on his heels by the new principal: "He said my classroom shades weren't drawn evenly, and it would be better if my desk were neater." And he speaks about the teacher who sheepishly confessed that he freely violated one of education's most sacred canons — no thumbtacks in the woodwork!

Rapport. As the reader picks out the common factors of the exceptional teacher as these appear in Mr. Mayer's vignettes, he always finds an uncommon rapport with the class, based perhaps on mutual appreciation by pupils and teacher of each other's strengths and weaknesses. The author even finds some degree of sarcasm permissible, but always it seems to be the kind that is relished among pals — and in some families.

Mr. Mayer finds teachers, as a class, low in pay and status everywhere. In Western Europe there is still a wide status-gulf between elementary and secondary teachers. Among the million and a half teachers in the United States there are naturally all kinds of school marmes and men: stupid and brilliant, "motherly types, sour spinsters, and sarcastic straw bosses, dedicated agitators, and bedraggled timeservers."

Good People. But, "not to be maudlin about the matter, teachers by and large are good people, made good very often by their trade. . . . The young people are more straightforward, more honest, more idealistic, more willing to respect what is truly respectable than they ever will be again. It is a pleasure to work with them, and to measure one's self against the unattainable standards of youth. . . . Many teachers (not just good ones) devote their working lives exclusively to helping others. The work requires almost unending optimism. By believing in a better world than the real world, and better people than real people, the happy teacher lives as few others can, in peace with herself and her community. She may be less effective than she realizes; she may even be incompetent. The source of her happiness, however, is not hypocrisy but that most attractive and ennobling of human failings — hope." (Cont. on Page 28)



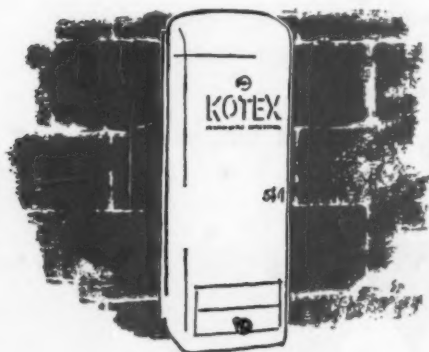
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Kotex is Confidence. When you offer new Kotex napkins, you provide the feminine protection most girls prefer. That's because every tapered Kotex napkin now has a new softer covering, pleated ends for a smoother fit and the Kimlon center for longer-lasting protection.

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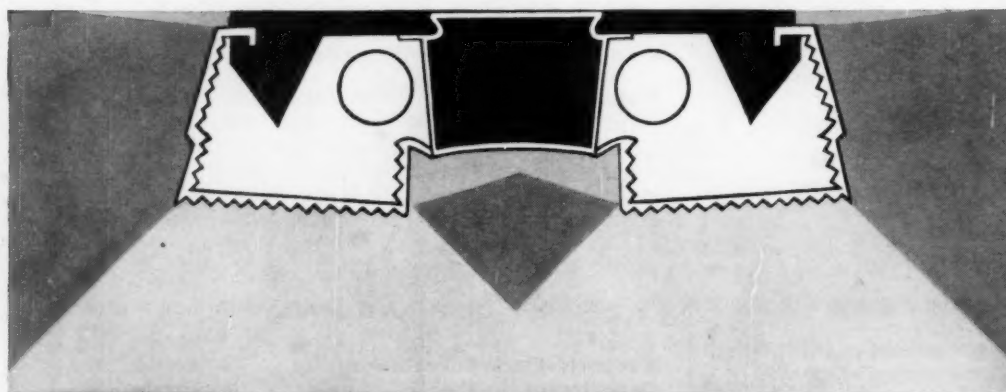
More seeing comfort by design . . .
NEVER BEFORE, SO MUCH SEEING COMFORT
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Fluorescent Fixture for Surface Mounting

Here is a fluorescent fixture that's completely new and different in appearance, construction, and performance. Especially performance! This is a precision lighting tool, optically designed for optimum *seeing comfort* and economy . . . a performance feature we call OPTICOMFORT. Duplex-a-lite controls and evenly distributes the right amount of the right kind of light where it's needed most . . . puts more usable light on the work or merchandise—less in the eyes.

Duplex-a-lite is particularly suited for lighting schools, offices and public buildings . . . working areas where there's a real need for obtaining more *seeing comfort* from the fluorescent lighting over prolonged periods of time. And, for stores—where the need is to direct attention to the merchandise rather than attract attention to the lighting equipment—Duplex-a-lite's low brightness offers distinct advantages.

Because it is a truly unique combination of fresh, trim appearance and *seeing comfort* at a modest price—this new fixture is a natural for newer buildings where ceilings are low and the lighting needs to be mounted flush on the ceiling.

For complete information on Duplex-a-lite by Miller, write Dept. 661, or contact your Miller Representative.



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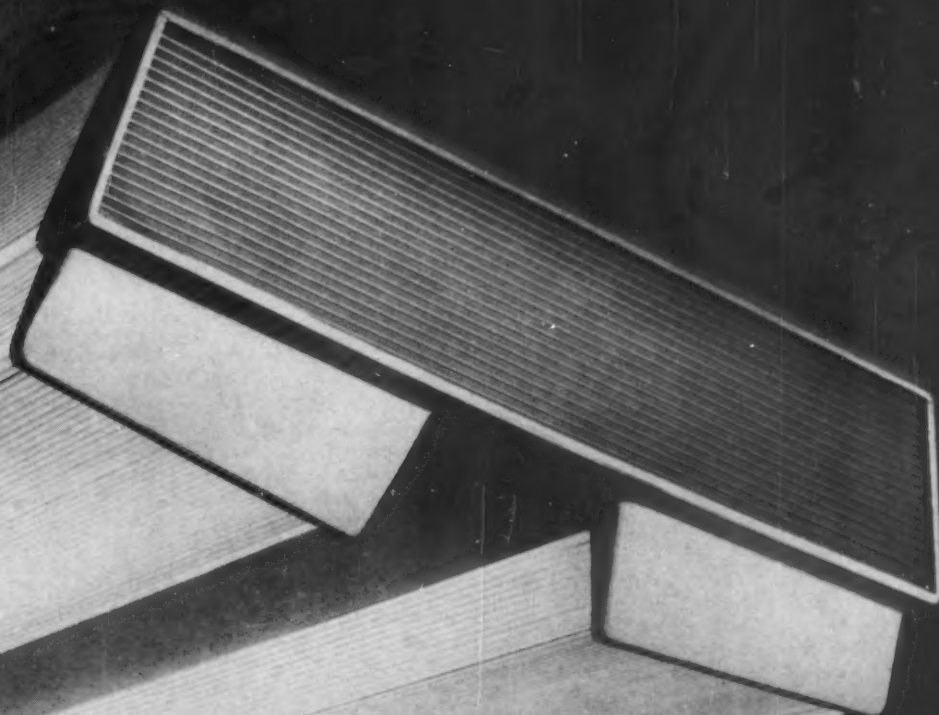
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On the Shelf

(Continued From Page 24)

Part I of the book consists of "Notes Toward an Introduction to Education." They deal with five concepts:

1. *Origins.* American schools originally were designed for the able and ambitious. The unique idea was that such children were found in all ranks of society.

2. *Progressivism.* "It left the booby traps that always clutter a countryside conquered by ideas without technics. . . . Dewey is always being blamed for things he did not do. . . . He was not an enemy of subject matter."

3. *Learning.* "The psychological scene shows amazingly little research in learning theory. Other subjects, 'creativity' for example, are likely to produce publicity, position and federal grants. . . . The notion of joy in learning has virtually disappeared from theory because it cannot be measured in laboratories and because, alas, it is so rarely found in the classroom."

4. *I.Q.'s.* "Nobody," says Mr. Mayer, "can separate a child's intelligence from his experience. In the early years a two-year difference in mental age probably reflects the rate of development as much as mental ability. The scores will not stand still." Yet, "the evils which I.Q. testing are supposed to introduce are far more widespread in countries which do not use them (including the Soviet Union) than they are in the United States."

5. *Culture-Fair.* "It is important to know that the tests are class-biased, not to change the tests but to change the schools. Nothing much can be done about the bias. Even where the curriculum is matched to the supposed limitations of lower-class kids, the goals will still be middle-class. . . . The damage done to the child is easily overstated. He is going to live in a middle-class country, and he will have to adjust to the fact sooner or later. . . . In all the elements the school can measure objectively — income, possessions, style of life, chance of continuous resident outside jail, ease of education on one's own children — the middle-class citizen has all the advantage."

The Best We Can Do. Here are heartening examples of high goal programs from Kansas City, Tucson and New York City's Higher Horizons experiment. The latter costs \$50 per year per child. Observers from Detroit "thought it too expensive for results." Mr. Mayer evidently does not.

Dull and Fruitless? In this first section the most assailable passage (and I suspect in its unqualified expression somewhat inadvertent) is the one that says,

"It is well to rid oneself immediately of this business of 'the aims of education.' Discussions of this subject are among the dullest and most fruitless of human pursuits."

We may be dull and come up with empty hands, but surely we ought to try to decide where we want to arrive, if only so that we may know it in case we get there. There is no need to throw away chart and compass just because the other boys use them badly.

Part II, "That's What We Learn in the Schools," is ingeniously arranged. The chapter on the "Primary Years" is followed by one on the "Teaching of the Native Language"; that on the "Intermediate Years" by one on the "Teaching of Mathematics"; that on the "Junior High School" by one on the "Teaching of Foreign Language," and that on the "Senior High School" by one on "Teaching of the Background of Human Events." Thus the description of what goes on in each school division is paralleled by a discussion of the handling of centrally new subject matter.

Mr. Mayer is dismayed by the gap between what "research shows" and what actual experiment proves we can accomplish. He is impatient with what he calls the administrative ju-ju about research findings; he says it is only the raw material on which an educational program may be based when *judgment* is applied to it. Too often it holds us back. We wait for "learning readiness" long after children are ready and sick of waiting. We "enrich" so that no one may get ahead of the class. We make covenants never to read a book or discuss a topic preempted for a later grade. We knock ourselves out to stir interest, and then we put a damper on it lest it verge on "specialization." We spend the second grade "waiting for the others to catch up," and we do much the same in the seventh and eighth grades.

Dampers. Though he believes in greater use of phonetics and doesn't like guessing at words or skimming in the early grades ("Surely it is not the function of the schools to teach children bad habits which they are entirely capable of acquiring by themselves"), the author does not agree with the Rudolph Flesch charges. There are, however, flecks of foam in his voice as he attacks the absurdities of the controlled vocabulary.

I share his spleen. If I were a kid again, or a third grade teacher, I'd be bored to violence by the repetitive stuck-needle pap that we ask today's children to swallow. Who wants to know that Jane and John licked all the stripes off their candy sticks? You mustn't even say *peppermint* sticks. That word isn't in the vocabulary of the grade level.

We so limit the diet to a few hundred words that they can never add up to

anything resembling literature. And then we complain that children don't read for pleasure, and, at the same time, we continue to appraise child intelligence by tests that are heavily weighted with vocabulary items!

The whole silly business, says Mr. Mayer, is perpetuated by the textbook publishers, convinced and committed to it as they are by the suasions of simon-pure educational theorists. Any trace of style, color or charm an author of reading texts may show is quickly done to death by editors specially trained in the arts of mayhem and standardization. And we go right on talking about our respect for individual differences.

Poor Teaching in Science, Arithmetics. Although our elementary teachers have more years of training than those of any other country, their ability to handle even simple concepts in science is lamentable. Nor is their knowledge of mathematics sufficient unto the teaching of early arithmetic. Generally speaking, they strive for accuracy in calculation before giving children any real grasp of what numbers are all about.

Mr. Mayer is surest of all about our bungling in foreign language instruction. He could do a whole book on it. Why can't we learn from countries that have done it well for 40 years? The direct answer to our problem is the *direct method*: less haste in pressing for results and, hence, more chance of achieving them. This chapter and the one on teaching the native tongue — in fact, all the chapters that deal with subject fields — might well be required departmental reading.

Baffled by the Adolescent. The author's answers are not so clear when it comes to dealing with children who are both academically and technologically inept. Our junior high school is a mess. So is England's secondary modern school. Both countries are baffled by the indifferent adolescent, although French children, wearied by the rigid lower school, seem to get the same thrill from moving up to the lycee that ours get from college entrance. Perhaps it is because there is little new in our transition to secondary school except its enlarged social horizons. Note that, unlike most critics, Mr. Mayer believes that the education provided by the extracurriculum may be the most real that many of our youngsters get in high school.

Part III is labeled "A Handful of Realia." It deals with "Tests and Examinations," "Tools and Technology," and "Teacher Training." Well aware of the Hawthorne effect that glows around the head of any new project simply because it is new and people work harder at it, the author still looks hopefully to

(Continued on Page 94)



Can You Afford the Price of Apathy?

A grieving mother's eyes tell in part the price of neglected school fire protection — the awful price of apathy.

You can prevent much of the needless tragedy of school fires — by installing a Gamewell Fire Alarm System in every school.

Connected to Gamewell Master Boxes, these systems send alarms direct to the Fire Department — save priceless minutes, lives and property by bringing professional fire fighters to the scene quickly. Gamewell systems are solving fire protection problems in hundreds of communities throughout the United States because they provide the *most positive* and the *most practical* solution to the

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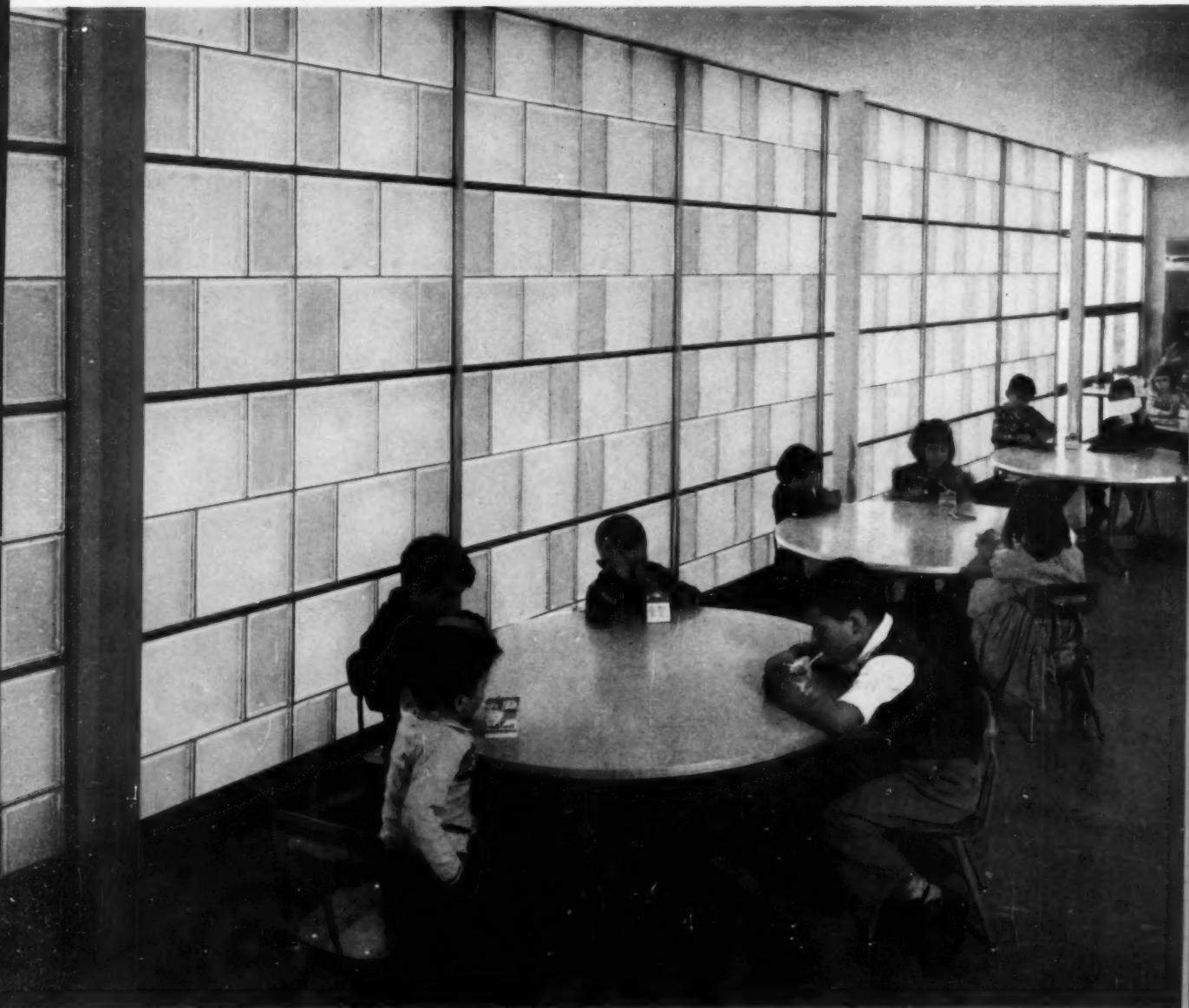
Don't invite disaster. Insure adequate fire protection. Safety is everybody's business — our profession. Write THE GAMEWELL COMPANY, 1377 Chestnut Street, Newton Upper Falls 64, Massachusetts. A Subsidiary of E. W. Bliss Company.

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Every prismatic Thinlite panel contains its own sun screen... prisms that disperse and diffuse sunlight evenly throughout interiors. As in the kindergarten of the Clarenceville, Mich., grade school (above), no auxiliary devices are required to shade the natural light.

Thinlite Curtain Wall provides other important benefits:

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Tests indicate that solar heat gain for Thinlite prismatic panels is only 42 per cent.

- **FUEL SAVINGS**

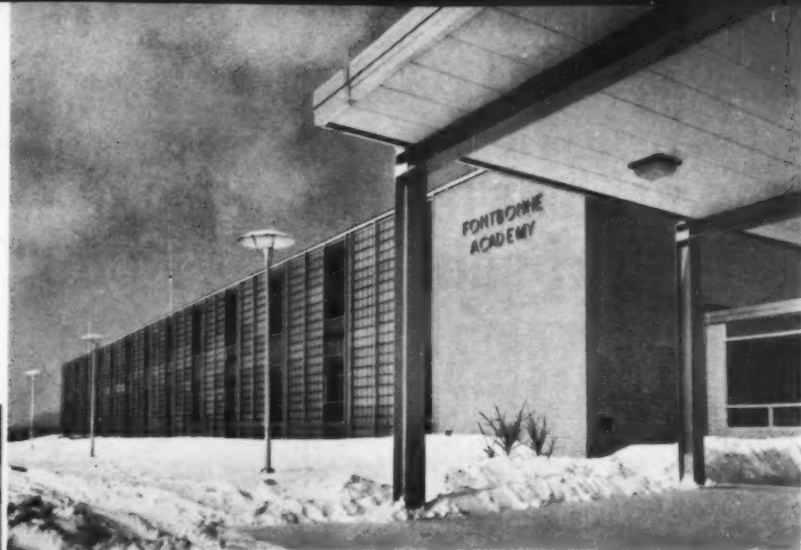
School buildings equipped with prismatic Thinlite walls realize substantial savings in heating equipment and fuel costs.

- **MAINTENANCE SAVINGS**

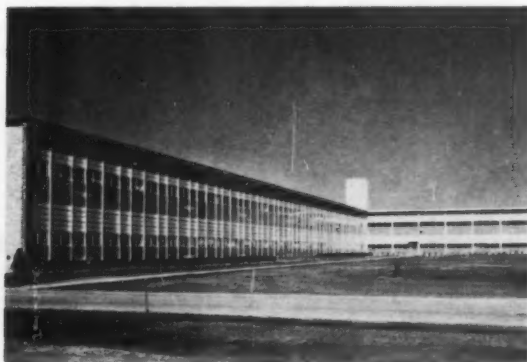
Thinlite walls require little maintenance, no painting on exterior or interior.

- **DISTINCTIVE APPEARANCE**

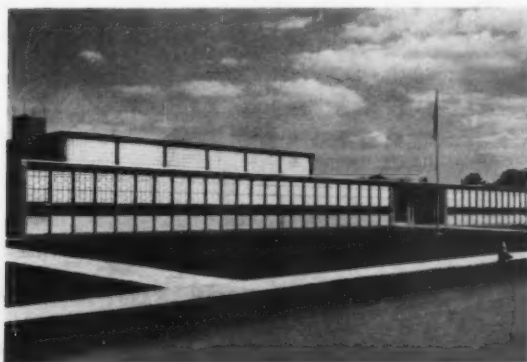
No two Thinlite schools need look alike, thanks to the variety of materials, colors and arrangements of the Thinlite system.



At Fontbonne Academy, Allegheny County, Pa., architects Celli-Flynn, McKeesport, combined light-controlling panels of green Thinlite with window and metal panels to achieve this unusual effect in the classroom wing.



Architect Enos Cooke, New Kensington, Pa., used Thinlite in a major way at Stewart Junior High School, Lower Burrell Township, Pa., blending light-controlling panels with windows and aluminum-faced insulating panels.



Thinlite prismatic panels, with gray glass and porcelain enamel panels, control harsh sunlight and severe weather in John Quincy Adams School, West Allis, Wisconsin. Architects: Schutte, Phillips & Mochon, Inc.

Five of 170 schools which have benefited from Thinlite's unique advantages



Architects Samuelson & Sandquist, Chicago, shaved years off the appearance of Lee Center (Ill.) school by modernizing with Thinlite Curtain Wall. The beautiful new wall controls sunlight and harsh weather.



West Carrollton (Ohio) Senior High School (Architects: Outcalt, Guenther & Assoc.) features extensive use of prismatic and window panels to protect occupants from sun and weather in classrooms, corridors and cafeteria.

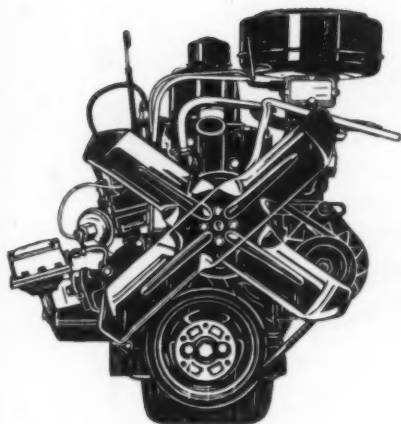
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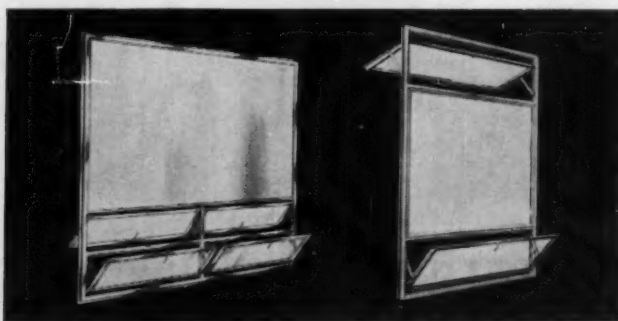
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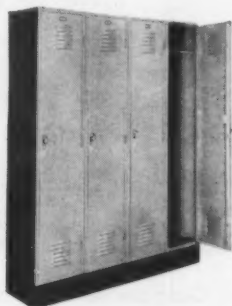
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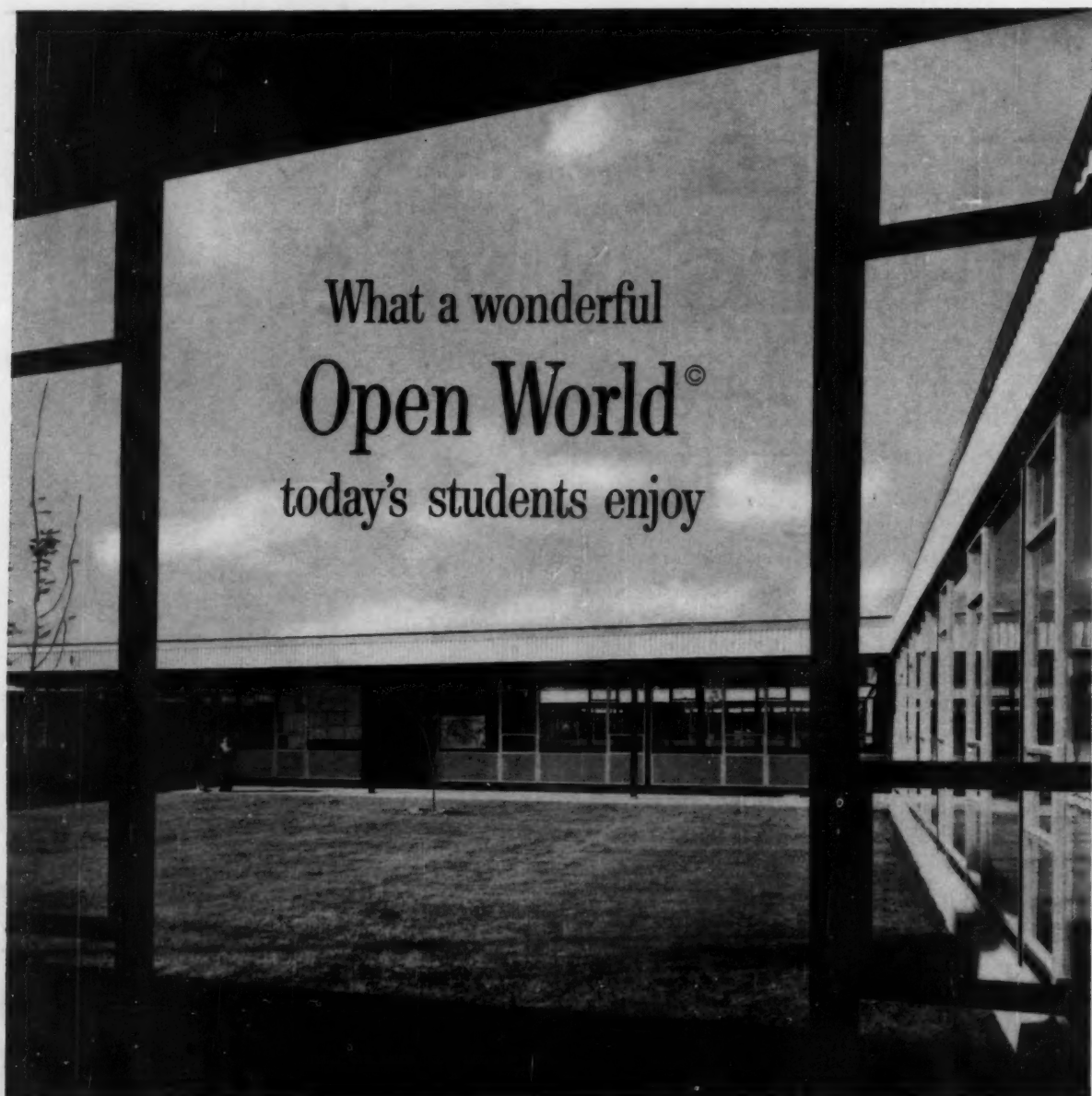
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NEW CONCEPTS IN PRACTICAL OFFICE AUTOMATION

Collective Bargaining for Teachers?

WHEN a school board and its teachers strenuously disagree over a salary schedule (or any other major policy affecting the profession), is a third party needed to help harmonize the differences?

The Michigan Education Association answers Yes. A resolution recently adopted by its representative assembly, speaking for its 58,000 members, reads:

"We believe that consultations to reach common agreement between representatives of the teaching profession and their boards of education concerning salaries and conditions of employment are necessary and compatible with the dignity and ethical standards of the profession. When common agreement cannot be reached, we recommend the use of a board of review consisting of members of professional and lay groups affiliated with education as the means of resolving extreme differences."

This Michigan resolution represents a middle-of-the-road position in the current battle over "professional negotiations" or "collective bargaining" for teachers. This idea that machinery be established for the mediation of differences between school boards and teacher organizations is slated for intensive debate at the 1961 meeting of the delegate assembly of the National Education Association. A proposal from the N.E.A. board of directors will state that teacher associations "should be accorded the right . . . to participate in the determination of policies of common concern, including salary and other conditions for professional service."

This point of view is strenuously opposed by the National School Boards Association in a resolution adopted at its annual convention in Philadelphia recently. The N.S.B.A. resolution declares that "it would be an abdication of their decision making responsibility for school boards to enter into compromise agreements based on negotiation or collective bargaining." Excerpts from the N.E.A. proposal and from the N.S.B.A. resolution appear on the next page.

The Michigan resolution does not answer these questions:

1. If a mediation agency is to be introduced, how shall it be organized and what form shall it take?
2. Should it have legal status and authority?

We asked Dale Kennedy, executive secretary of the Michigan Education Association, to answer these questions. He replied:

"We have long neglected the whole field of professional counseling, somewhat similar to our failure to discipline the profession. For instance, in Michigan there are 26 committees of the bar association located all over the state to look into disputes when they are raised. The natural rise of organized labor has resulted in the de-

velopment of machinery to handle grievances and problems, but very little effective machinery has been developed to deal with such problems in the teaching profession, other than the activities of the N.E.A. Defense Commission and some progress along this line in Connecticut and Ohio.

"In Michigan we're confronted with the powers of the labor mediation board. About three years ago the Michigan state supreme court (in the Garden City case) ruled that teachers have access to the services of this board. The labor mediation agency may take over the jurisdiction of a dispute with a school board if more than 50 per cent of a group of teachers petition for such services. More recently, the board has ruled that a petitioning group need not necessarily include all the teachers in a district or within an association, but that any group of teachers having like or common interests might combine to petition for its services.

"The Michigan Education Association has taken the position that any teacher signing a petition to bring the labor mediation board into a controversy between teachers and school boards would be unprofessional."

We asked: What do you mean by *unprofessional*? Dr. Kennedy replied:

"The labor mediation board is set up to deal specifically with labor situations. Its pattern is completely foreign to a professional group. Its members are primarily people who are directly or indirectly involved in labor relations. The New York state legislature recently passed a law recognizing this distinction. The New York law specifies that any association coming under the jurisdiction of the New York Board of Regents cannot come under the jurisdiction of a labor mediation board.

"We believe that state machinery to deal with differences is needed *within the jurisdiction of the profession itself*. The establishment of a commission or mediation group or board of review is one possible plan. It might even be appointed by the governor or the state superintendent.

"An alternate plan, as indicated in the resolution, is that a board of review could be formed in any local school district where a teachers' club and the board are not able to iron out their own differences."

Dr. Kennedy emphasized that in either of these plans (or in any plan whatsoever) it would be imperative that such machinery operate wholly on an advisory basis, without giving the agency the right to issue injunctions or to revoke a teacher's certificate.

We asked Dr. Kennedy whether the labor mediation board ever had operated since the Garden City case. He reported that at no time had a group of teachers in

N.E.A. Wants Participation

... Recognizing both the legal authority of boards of education and the educational competencies of the teaching profession, the two groups should view the consideration of matters of mutual concern as a joint responsibility.

The National Education Association believes, therefore, that professional education associations should be accorded the right, through democratically selected representatives using appropriate professional channels, to participate in the determination of policies of common concern including salary and other conditions for professional service.

The seeking of consensus and mutual agreement on a professional basis should preclude the arbitrary exercise of unilateral authority by boards of education and the use of the strike by teachers as a means for enforcing economic demands.

Professional procedures should be established which can be utilized, when agreement is not reached through joint discussion in a reasonable time, to bring about a resolution of differences.

— Excerpts from resolutions by N.E.A. board of directors to be considered by 1961 delegate assembly.

School Boards Resist Interference

... The National School Boards Association believes, moreover, that school boards should establish and use free channels of communication with all of their personnel, to the end that decisions on matters affecting their interests and personal welfare may be made only after due and rightful board consideration has been given to their views, their recommendations, their needs, and their grievances.

Finally, the National School Boards Association believes that, subject to the requirements of applicable laws, ultimate decisions on all matters affecting local public schools, including the welfare of professional and nonprofessional personnel, should rest solely on school boards as representatives of the people; that it would be an abdication of their decision making responsibility for school boards to enter into compromise agreements based on negotiation or collective bargaining, or to resort to mediation or arbitration, or to yield to threats of reprisal; and that concern for the public welfare requires that school boards resist by all lawful means the enactment of laws which would compel them to surrender any part of this responsibility.

— Excerpts from resolutions adopted by National School Boards Association in convention at Philadelphia, May 4-6.

Michigan been able to get the majority of signatures necessary to bring to the mediation board. In fact, the original Garden City case did not result in any mediation by the board. By the time the legality of the situation had been established, the school board and the teachers had reached agreements. A meeting to hear the arguments was called, but the case was dismissed.

If teacher organizations wish to improve their contacts with school boards by establishing additional professional machinery, operating entirely on an advisory basis, it would seem that such plans should be given a fair trial. The great danger, however, is that dissatisfaction with the partial effectiveness of such plans will lead to demands that these agencies be established legally and be given the power to force decisions upon school boards. Attempts to set up machinery for negotiating differences between school boards and teacher groups could bring these relationships dangerously close to the "negotiated contract."

Similar fears are expressed by the California Teachers Association in a recent bulletin. Said the C.T.A.: "No one is questioning the right of trade and industrial unions to collective bargaining. Its application to government, however, is illogical, inconsistent, unnecessary and dangerous to the public welfare. It is inconsistent for a legislative body to give its public employees 'collective bargaining' in order that the employees may then bargain for benefits which the legislative body may now grant to such employees by law.

"The negotiated contract is incompatible with and a poor substitute for existing uniform laws protecting public employees, such as civil service, merit system, tenure laws, retirement programs, minimum salary laws, sick and bereavement leave, and other protections now written into law.

"Any authority granted to a state, county, municipal or district agency, or administrator to reach a binding agreement regarding salary, retirement allowances, leave

and other employment benefits is an absolute interference with the process of constitutional government, removing legislative discretion from elected officers. . ."

The old adage applies here: "When in doubt, don't."

Irresponsible!

IRRESPONSIBLE was the word used by Martin Prager Mayer in evaluating his fast selling new book, *The Schools*. He was addressing a luncheon for presidents of state associations of school administrators. But Mayer has a commendable connotation for his use of the word "irresponsible." During his talk, he mentioned that he had turned down offers of help from foundations to finance his three years of visiting schools preliminary to writing this book. He also reminded his audience that school people are in themselves a vested interest.

In a visit that followed his talk, we asked him to write for us a more detailed definition of his "irresponsible" reporting on the schools of the nation.

Mayer wrote: "Nobody but me can be attacked for anything I say, and I don't have to worry exceedingly about all the reasons something can't be done — and if I see it done, I no longer have to believe that I can't ask people to do it."

The book is a kind of "irresponsible" reporting that is greatly needed today. The author does not have all the "right" answers from the viewpoint of school administration, but who dares to assert that administration always has the right answers?

Mayer's "irresponsible" reporting deserves a hearing. It is reviewed by our own Jim Spinning in "On the Shelf," page 24.

The Editor

WE ALL favor democracy in education — just as we all are opposed to sin. But words convey different meanings to different people. Thus, it would be helpful if the school administrator, the board member, the teacher, and the college professor were in some agreement as to what “democracy in education” really means.

The board of education elects a superintendent who puts at the disposal of the board his training and experience as a school administrator. Thus, through the superintendent, the people’s authority reaches principals, teachers and other members of the staff.

Provision must be made in school administration for a free flow of ideas — both in the direction of the flow of authority and in the direction opposite to that flow. Students’ reactions are valuable in the maintenance and development of a good school system. The ideas, suggestions and feelings that stem from teachers who work constantly at the point of contact with students are probably the most important elements in the health and growth of the whole educative process.

“Secure” personnel is needed. Endless job analyses, handbooks, directives and courses of study cannot take the place of good personnel attitudes in an organization. People of the community know they receive the greatest return for their money and the greatest benefit for their children when their schools are staffed by people who are intelligent and devoted and unburdened by serious personal problems of finance, status or freedom of spirit.

Democracy in education

does not mean that the children shall vote on what they are to learn, or that the teachers or administrators shall determine curriculum and procedures on the basis of a simple majority vote. The ideas of students, teachers and administrators, if sound and defensible, must be presented to the board of education in a clear manner so that board members, as laymen, will know these ideas are in the best interest of their children.

There are three patterns of decision making. Decision making is a principal function of those to whom authority has been delegated. The basis on which decisions are made has much to do with the effectiveness with which schools function within a democratic framework. Whether the person in authority be a classroom teacher, department head, principal or superintendent, three types of decisions need to be made:

1. Some decisions must be made by the person in

authority *alone*; they must stem from his own training and experience and be made effective on the basis of the authority properly vested in him.

2. Some decisions should result from advice and counsel solicited by the one in authority from members of his staff or people in the community. When this type of decision is proposed, it should be made clear that advice only is being requested, and that the person in authority will not be bound by the suggestions of his advisory group. Members of the group should not feel that their judgment has been questioned if their advice is not taken.

3. Some decisions will be based completely on *group action*, either by a group that includes the person in authority or by a group designated by him. In this case it is the leader’s duty to accept the decision of the group and to act upon it to the best of his ability, regardless of whether the group’s decision is the one he would have made independently.

Here are examples of situations in which school administrators must choose from among the three different decision making patterns:

EXAMPLE 1: A principal is faced with the question of whether the faculty shall present an assembly program for the students with faculty members taking part in skits and various solo performances. He may:

1. Decide that such a program should be presented. His decision could be based on the fact that such programs were customary and that he felt certain they had a good effect on the morale of the school.

2. Confer with the faculty group as to whether the program should be presented, on the assumption that its collective judgment would help him to make a sound decision.

3. Ask the faculty members themselves to meet and arrive at a decision. If the principal uses this procedure, he should be prepared to give strong support to the decision of the group, whether or not it is the one he would have arrived at on the basis of his own judgment (first pattern), or on the advice of members of the group (second pattern).

To determine which decision pattern will be best, assume that faculty programs have been usually well received by students, and favorably commented on by those parents whose children have discussed the programs with them. Assume also that certain members of the faculty feel unqualified to participate and are embarrassed by the necessity of doing so. If the principal makes the decision himself, he could be accused of failure to consider the wishes of people who are to do the actual work. If he asks for a decision on the basis of faculty discussion and vote, he might encourage arguments and bitterness. Thus, his best approach in this case would

be to ask for the advice of the faculty while sitting with the group as it discusses the matter, and, finally, to set up a program that will not require participation by those who believe that such programs are undesirable.

Lloyd K. Wood is superintendent in Santa Rosa, Calif.

HOW TO USE

DEMOCRATIC

PROCESSES

IN

SCHOOL

ADMINISTRATION

EXAMPLE 2. A superintendent believes the method of reporting to parents needs study. He can:

1. Survey procedures used in other districts, analyze his own district's procedures, and set up a program that he believes, through experience and research, to be effective.

2. Ask an advisory committee from the various schools in the system to meet and analyze the problem and make recommendations for his consideration.

3. Ask the committee to present suggestions for discussion and decision by the staffs of the schools involved.

Assume here that the schools are staffed for the most part by mature and well trained teachers who have been in the system for a long time. Assume, too, that the various problems and procedures involved have been discussed before reporting to parents, and that the superintendent senses a calm and realistic attitude toward these problems. In this case, he would feel secure in asking the entire staff to formulate, through committees, a new plan of reporting, and to present it to him on the basis of the committee members' study and final vote.

EXAMPLE 3: A superintendent is faced with a growth in the school system which indicates that the addition of another member to the supervisory staff is desirable — either a specialist in cluster grouping for the very able pupils or a person for developmental reading. In this case the superintendent may:

1. Make the decision himself after estimating the needs and the feeling of the community, as reflected through the board.

2. Ask for the advice of the director of curriculum and elementary principals, and then decide.

3. Ask the principals and director of curriculum to make the choice and tell him of their decision.

In this situation assume that the superintendent has discussed the relative importance of adding a specialist in cluster grouping or a person in developmental reading with members of his staff over a period of time, has mentioned the two needs to his board of education, and is sensitive to the reactions of the community in this matter. He may see no virtue in crystallizing any possible disagreement among members of his staff by calling for a formal discussion or a decision by the staff. In this case he would make the decision himself, then recommend it to the board.

Tradition may dictate the decision pattern. The foregoing examples refer to situations in which the judg-

ment of the person in authority determines the basis for the decision. There are many cases in which any one of the three patterns can be used without bad effects. In other instances, however, custom will determine which of the three types of decision is the most acceptable, as in these three examples:

1. If a request is made for the use of the school cafeteria for a banquet sponsored by a nonschool organization and board policy prohibits this, the superintendent must reject the request.

2. When an elementary principal is establishing a yard-duty schedule, he ordinarily will ask for ideas from his staff members and then formulate the schedule by using his own best judgment.

3. If money is provided for furnishing and decorating a teachers' lounge in the school, the principal ordinarily will ask a committee to present plans to the faculty group and then ask the faculty group to make the final decision as to what should be done.

At times one project calls for a combination of different types of decision making. An example would be the planning for a high school's annual senior ball. In this case:

The principal, on the basis of past experience, might determine that the hour of closing should be 1 a.m., rather than the customary school dance closing time of 12 p.m. He also might retain the usual rule that no student should leave the dance and then return.

Concurrently, a group composed of class advisers and class officers could be called upon to make recommendations to the principal as to whether the ball should be held on school premises or at a hotel, what the admission charges should be, and who should be invited as chaperones and sponsors.

Also, the class itself might be called upon to decide on the motif, decorations and refreshments for the ball.

Always, the person in authority should determine the *basis* on which decisions are to be made; however, once such decisions have been made on that basis, the schoolman in authority must abide by the decision and implement effectively the plans stemming from those decisions.

Democracy in education is the core and the strength of America's most important project. If public education is to function effectively, the authority vested in the people and delegated to their representatives and employees must be understood and used wisely. Only then can the result be the best training we know how to give our young people. ■

Some decisions must be made by the administrator *alone*; others upon the advice of staff and community; and still others based completely on *group action*. The trick is to know which — and when!

IN A recent questionnaire forwarded by The NATION'S SCHOOLS to a sampling of school administrators throughout the country, only 9 per cent indicated they would completely discontinue N.D.E.A. legislation. Surprisingly, only 55 per cent would substitute for N.D.E.A. a broad-purpose federal support appropriation. One would expect this figure to be much higher, approaching 100 per cent, for, generally, schoolmen throughout the nation favor a general federal aid program rather than a special-purpose program, with freedom as to how the money is to be spent left in the hands of the state and local administrators.

Apparently the success of N.D.E.A. and the impact it has had on improving the quality of education have changed the minds of many. Further, there is developing an awareness that there should not be an either/or question with reference to general aid or special-purpose aid because there is a need for both — general aid to meet the over-all increased costs of education and special-purpose aid to stimulate research, experimentation, program evaluation and development.

Those schoolmen who support a continuation of N.D.E.A. are motivated in part, at least, by the many studies that are presently under way for improvement of the quality of instruction in the areas specified by the act. For example, the Physical Science Study Committee at the Massachusetts Institute of Technology and the Chemical Bond Approach Committee are revolutionizing instruction in physics and chemistry, not only the methods and content, but also the materials and laboratory facilities needed. The same is true of the Seaborg Chemical Education Materials Project. The American Institute of Biological Sciences has just launched a new program with emphasis on ecology and biochemistry. The School Mathematics Study Group and the University of Illinois' Committee on School Mathematics are preparing new materials that will drastically change instruction in mathematics at the junior high and senior high school levels. Similar studies are under way with reference to new approaches and new materials for instruction in modern foreign languages at all levels.

All of these efforts will lead to a need for rapid change to update the curriculum, involving major expendi-

tures by local school districts. Hence, continuing financial encouragement to state departments of education and local school districts is essential.

As an appraisal is made of N.D.E.A., the really important question to ask is: What has the act achieved in terms of its stated objectives which were identified primarily with the improvement of the quality of instruction? The need for brevity in this statement does not make it possible to relate in detail all the positive outcomes, or to document

affected adversely areas of instruction not included in the act, but, on the contrary, they have set a pattern that is being widely followed for improving all areas of instruction.

2. Encouraged cooperative effort among local school districts and intermediate units, and provided for better articulation of instruction at the several levels within the total public school program. There are many examples where multiple school districts or offices of county superintendents and school districts have de-

'Needed To Improve Instruction'

WHAT N.D.E.A. HAS DONE AND CAN DO

J. GRAHAM SULLIVAN

Chief, Bureau of N.D.E.A. Administration
California Department of Education

with exact facts and figures the conclusions to follow. However, such documentation could be made available by most of the states and local school districts throughout the nation.

In summary, the National Defense Education Act has:

1. Stimulated school districts to appraise carefully their present instructional programs, to identify weaknesses and new needs, and to move forward with new programs. In so doing, school districts have not

developed together new plans of instruction.

3. Provided the vehicle for closer cooperative planning between the public schools and the teacher training institutions that will furnish the teachers.

4. Provided federal funds matched by state funds to support extensive inservice education programs and workshops for teachers, curriculum directors, and administrators, acquaint-

(Continued on Page 91)

High School Seniors Should Be Required To Take a Course or Unit on Communism

THE more people know about communism, the better prepared they will be to meet its threat. Apparently endorsing this theory, the majority of administrators responding to The NATION'S SCHOOLS' opinion poll this month would offer a specific course on communism in all American high schools. Fifty-seven per cent of that majority believe that the course should be required. Consensus of the respondents as to place in the curriculum and time is Grade 12 for 10 weeks (median).

"The very nature of the Communist movement requires special attention inasmuch as it appears to have a spiritual impact as well as a socio-economic effect," declared an Ohioan.

"It is only by full knowledge that we can fight communism," said a superintendent from Colorado. He maintains: "Half knowledge promotes its growth." A superintendent from New Jersey revealed that in the past he had objected to mandatory inclusion of a course on communism. "However," he said, "I'm afraid that the subject, as a part of the social studies program, does not get the specific treatment it deserves."

Many believe that a unit on communism ought to be enough, though

they voted Yes for a course. Offered a Massachusetts official: "This 'course' should be a part of required social studies curriculum . . . and should be taught with the American system of government for comparison and contrast."

"Teach about communism in relationship to forms of free government," a Massachusetts respondent urged. "Do not forget democracy must be learned also, and wanted. The attributes of freedom are absolutely essential as a frame of reference to understand the evils of dictatorships." A South Dakota official said the course or unit should "contain a considerable amount of information about all the major forms of government."

The usual warnings were given: "Unless a teacher is thoroughly competent in understanding what a democracy is and what communism is, this could do more harm than good," and ". . . great care should be exercised in selection of a teacher so as not to emphasize the wrong slant."

Thirty-eight per cent of the majority would offer the course on communism as an elective. An Idaho executive suggested that the material could be given as "a type of seminar activity where individual research and

small group activity would be a major part of the course."

Many of the 37 per cent who do not want a separate course on communism believe that specific instruction on communism should be given *within the content of other courses*. (Note again the distinction in interpretation of *course*.) "Our courses in history and government should include a thorough coverage of communism and the evils of this system. I am opposed to 'anti-' courses," commented a schoolman from Indiana, "and suggest we promote more discussion on the prodemocratic way of life."

"Let's concentrate on positive teaching," urged a Minnesota official. "The best antidote against communism would be a better understanding of the struggles democracy has endured."

A New Jersey respondent claimed that "communism can and is being effectively studied in social studies classes and in other classes at present." One group suggested that units ("carefully prepared and accurate") be included even in elementary social studies classes.

An Illinois administrator claimed that there is "even greater flexibility in the elementary program to allow treatment of this in a variety of ways."

A Maine administrator suggested a course on "comparative governments." He said this would serve a much better purpose, while an Oklahoma schoolman urged a course "against communism in government and American history courses."

"I do not believe that it takes a special course to teach the evils of the atheistic, inhumane form of government which is called communism," said a North Dakota superintendent.

Films "packed with facts, logic, and historical background" and containing "an emotional punch" were suggested by a Minnesota official. A Wisconsinite wrote that "we do not have to wait for a new generation" to become informed about communism. With the use of television, the press, and public service bulletins, "adults can obtain as much information about this as youngsters."

A superintendent from California asked, "Why should schools attempt to teach something that our federal government hasn't even been able to cope with?" ■

OPINION POLL FINDINGS:

1. Should a specific course on communism be taught in all high schools?

Yes . . . 63%

No . . . 37%

2. If yes, should the course be (a) required? . . . 57%

(b) elective? . . . 38%

no opinion . . . 5%

(c) For what grade should it be offered?

Grade 9 . . . 7% Grade 10 . . . 10% Grade 11 . . . 12%

Grade 12 . . . 50% Grades 11 or 12 . . . 16%

Other combinations . . . 5%

(d) How many weeks? Range . . . 2-36; median . . . 10

Based on a 4 per cent proportional sampling of 16,000 school administrators in continental United States, this survey brought a 36 per cent response.

Community growth follows a three-phase pattern. Studying it and charting it will provide valuable clues on

How To Figure Future Need for Schools

H. T. JAMES

Associate Professor of Education, Stanford University

SCHOOL administrators and board members in suburbia would sleep better if they were not haunted by the specter of schools being built in areas where no homes get built, or of houses being built before a place can be found for schools. If a generalized pattern of growth in suburban areas exists, it would be a useful tool to place in the hands of school planners.

Observations of the patterns of growth of a number of communities on the urban fringes of the great metropolitan units suggest that such a pattern may exist, that suburban residential areas go through three fairly well defined phases in their development, and that the patterns, when graphed, exhibit the characteristics of an S-Shaped Curve.

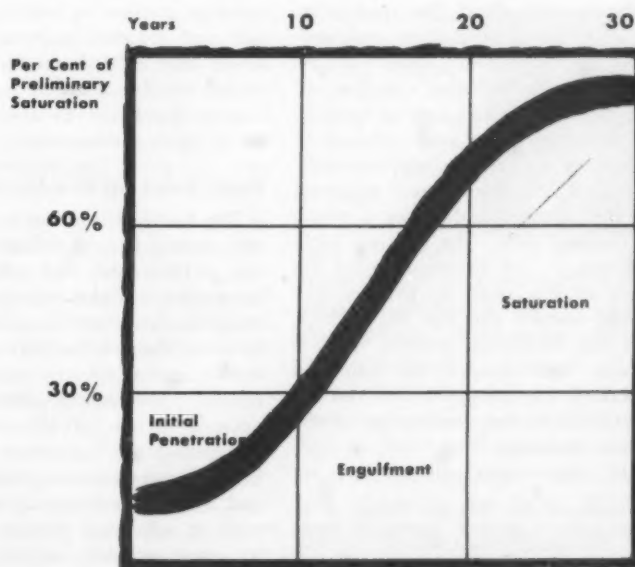
These phases may be called: (1) initial penetration, (2) engulfment, and (3) saturation.

Initial penetration is characterized by the rise in the number of scattered individual dwellings, the extension of

water and sewer lines, the identification and development of major trafficways, parks and recreation areas, i.e. the skeletal creation of the essential structure for a community or neighborhood of the future. Population during this period may be expected to rise to perhaps 30 per cent of the estimated population holding capacity at saturation of the area, and this period may extend over several decades.

Engulfment proceeds very rapidly, through the consolidation of areas between the spots of early urban penetration. This is the stage at which the costs of governmental services have become so heavy that agricultural land no longer can bear the tax load, and land moves rapidly into the market for residential, commercial or industrial development. In this phase, which might be as short as

(Continued on Page 90)



LINE GRAPH with S-Shaped Curve shows three phases of community growth: first phase, represented by first 10 years, has slow rate of growth; second phase, 10 to 20 years, has steepest rate of growth, and third phase, 20 to 30 years, shows return to slower rate of growth.

**Where there is a conflict in authority
between two public corporations,
Missouri court finds**

School District Has No Police Powers

LEE O. GARBER

Director, Educational Service Bureau, University of Pennsylvania

THE question of the extent to which the actions of a school board in the management of its property located within the boundaries of a local municipal or quasi-municipal corporation may be controlled by such a corporation is one of continuing interest to school board members and school administrators. This was the subject of litigation in a case recently decided by the St. Louis court of appeals.*

Before considering this case in detail, we should note that courts are not in complete agreement on this matter. Missouri courts have accepted a point of view with which many other courts appear to be in disagreement. Nevertheless, the reasoning of the Missouri courts should be understood by all interested in this problem.

In the case under consideration, a statutory fire district, created so as to embrace and afford "fire protection to some 15 municipalities, and certain unincorporated areas, in St. Louis County, including a portion of" the defendant school district, brought an action against a school district to compel it to comply "with an ordinance of the fire district requiring building permits and setting a general building code. 'The real and basic question . . . is to whom under the facts of this case, as between the school district and the fire district, has the legislature granted the authority to determine the minimum standards for fire prevention and fire protection in the construction of the school building.'"

In other words, the question in-

volved was the conflict of authority between two public corporations. Stated more specifically, the question before the court was "whether the right to a school district to erect a school building can be in any way limited by an ordinance of a statutory fire district."

When the school district needed an addition to a particular school building, it authorized an architect to design it. The plans were then approved by the state department of education and the Housing and Home Finance Agency in order to qualify for federal assistance. When the time came to construct the addition, the fire district brought this action, asserting "that the construction could not proceed unless the school district secured a building permit and constructed the additions in compliance with the fire ordinance No. 1-A . . . which requires the installation of firewalls and sprinkler systems in buildings of the size and location proposed by the school district." The school district denied the fire district's authority to require the board to abide by the fire district's ordinances.

Court Rules for Fire District

The fire district relied on the statute creating it as a political subdivision of the county and authorizing it to exercise all rights and powers necessary to carry out the purposes and intent of the act, i.e. "to supply protection against fires by any available means." The school district relied upon a section of the constitution authorizing the legislature to establish and maintain free public schools, and a statute authorizing school districts to select and procure sites and to erect suitable school buildings

thereon, as well as another statute which provided that all school building plans shall be approved by the state board of education in order to qualify for financial assistance. Thus, the question before the court was one of conflict of authority between two public corporations.

The court decided in favor of the fire district on the ground that "the legislature subjugated the school district's general power to construct buildings to the fire district's specific power to regulate the construction of buildings in the furtherance of fire protection." In so doing, it reasoned that the fire district was "a municipal corporation endowed with police powers in the field of fire prevention . . . while the school district . . . [was] a quasi-public corporation without police power with only the limited power of public education."

It noted that, because the fire district was exercising police powers delegated to it, the school district was as subservient to the actions of the fire district as it would be to the actions of the state itself. Nevertheless, this seems to ignore the fact that school districts — quasi-corporations — are arms of the state, and act for the state.

In taking the stand it did, the court was following precedent previously set by other Missouri cases. In an earlier case [*Kansas City versus School District of Kansas City*, 356 Mo., 364, 201 S.W. (2d) 9301] the Missouri supreme court had held that the city of Kansas City had the authority to exact boiler inspection fees from the school district of Kansas City. Here, the court analyzed the powers of both the city and the

(Continued on Page 83)

*Community Fire Protection District of St. Louis County v. Board of Education of Pattonville Consolidated School District R-3, 315 S.W. (2d) 873 (Mo.).

IN FAIRFIELD, CONN., we have worked out a form of supervision that is unique as far as we can ascertain. And, after four years of evolution, our school administrators, teachers and townspeople have looked upon this creative effort and have called it good.

What is this new form that has evolved in Fairfield? In a deliberated gesture, we eliminated all department heads and substituted systemwide curriculum consultants. This was done upon the recommendation of an administration and supervision committee after cautious study. There were concomitant changes as well, which will be described later in this account.

Who are these curriculum consultants? They are not imported specialists; rather, we took master teachers from our own school system. We didn't want specialists; we wanted teachers with a broad understanding of curriculum and with strong qualities of leadership. Our theory was — and is — that the classroom teacher should be the subject matter expert. We believed that improvement was more likely to be needed in teacher-student relationships and in instructional procedures than in specific subject matter.

Now we do not disparage subject matter, but we do want our curriculum consultants to have both depth and breadth in several subject areas so that they can assist teachers to recognize the importance of correlating related disciplines for effective teaching.

Our administration and supervision study committee recommended appointment of consultants in five major areas: English-social studies, mathematics, foreign languages, the fine arts, and the practical arts. By totaling the salaries of the proposed five consultants, we discovered that the cost would be virtually the same as the differentials paid department heads and the released time granted them for departmental administration duties.

In September 1956 we were opening a second high school, the Andrew Warde, and that seemed an auspicious time to put into operation the curriculum consultant plan, especially as we were inaugurating a house plan. Our house plan (schools within a school) was the outgrowth of a study made by the whole staff to determine the educational program both for the new

high school and our original Roger Ludlowe High.

In Andrew Warde, for example, we have four houses, each having a cross section of the student body from Grades 9 through 12. The student spends his four years in a given house, and in his daily assignment about 50 per cent of his classwork takes place in that house. Each house has a student enrollment of 375 with a faculty of 20 teachers, and with a housemaster for administration and a housemaster for guidance. The high school complex has a headmaster who is in complete charge of the four schools, his major responsibility being professional leadership of those schools. An assistant headmaster also serves as co-

That first year there were some reluctant teachers in departments that had had strong personalities as department heads. The teachers missed the person to whom they had brought their immediate problems, and we could only hope that their old allegiance would shift to the housemaster.

This air of dissatisfaction dissolved under the strong force of the competent persons we had selected as curriculum consultants. Gradually the unconvinced teachers changed their attitude as they received classroom assistance from the consultants and as they worked with the new curriculum guides. The latter were being developed. (Text Continued on Page 88)

Better Morale, Better Instruction: Curriculum Consultants Replaced Department Heads

WALTER H. HELLMANN

ordinator of the guidance program of the high school as a whole.

Under the house plan, staff meetings in each house are to consider the educational needs of the boys and girls in a total staff approach rather than a departmental approach, with its major interest on subject matter.

We anticipated some resistance to the initiation of our curriculum consultants plan, so we decided the shift could be made more easily if we assigned our new curriculum consultants responsibility for subject areas in which they had a background of experience and education. But we still expected the consultants to function as a team and to assist one another in areas outside their major assignments. The consultants work out of the central office and are under the direction of the assistant superintendent.

WALTER H. HELLMANN . . . as-

stant superintendent of schools, Fairfield, Conn., since 1949 . . . formerly high school vice principal, head of science

department, science and mathematics teacher, Fairfield, 1925-49 . . . part-time professor of education, University of Bridgeport, 1955-59 . . . served on Study of Elementary Education, a project supported by the Fund for the Advancement of Education . . . holds a M.A. degree from Yale University, an Ed.D. degree from Teachers College, Columbia University.





Two-Story Circular Building and Trapezoidal Classrooms Offer

B. REEDE HARDMAN

Schmidts & Hardman, architects, Berkeley, Calif.

WHEN students mention "well rounded" at Pacific High School in San Leandro, Calif., they are referring not only to their program of instruction but also to their new academic building. This unified district has, as part of its new 1000 student school, what is reputed to be the first school building of its type in the West: a two-story, circular classroom unit.

The individual classrooms of the round building, dedicated last October, are slightly wedge-shaped (trapezoidal) and are grouped around circular corridors. They have combination luminous and acoustic tile ceilings. Filtered fresh air (preheated when required) is supplied through tiny, adjustable slots in the ceiling tile. Aluminum horizontal louvers on the sunny sides can be adjusted from the classrooms to provide sun control and glare-free daylight, as well as darkness for audio-visual instruction. In addition to airiness and beauty, functionality is in evidence everywhere.

Pre-Sputnik Planning. Pacific High School evolved out of educational specifications written in 1956. It was during that year that our Berkeley, Calif., architectural firm (then Schmidts, Hardman & Wong) was chosen to design the new structure.

Each facet of the school's anticipated academic and over-all planning was evaluated from educational, economical and functional standpoints. Important, too, were the restrictions of a limited site (30 acres of highly priced land) on which the complex of buildings had to be arranged as snugly as possible. Short-range and long-range economy was another goal. Committees of teachers, department heads, and administrators of the existing schools participated actively in the planning under the general supervision of Supt. Clarence Burrell.

Building Complex. The first structure seen upon approaching the high school is the two-story circular academic-administrative unit. It is a reinforced concrete building completely enclosed by a brightly colored exterior of porcelain enamel sandwich wall panels, set in aluminum window wall frames. Each panel is a sandwich of fibrous glass insulation between steel face plates.

Leading from the north and west sides of the round building are two-story enclosed arcades that connect with each end of an L-shaped science building. Separated by Class A fire doors are the shops which open off the science building corridor. Farther to the south is a U-shaped gymnasium-auditorium which, in the future,

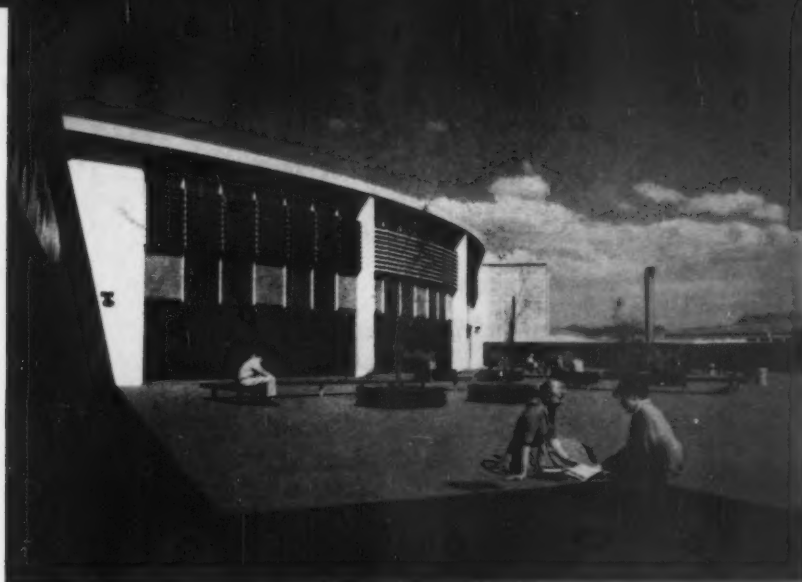
will be connected with the science building by roofed walkways.

Between the L-shaped science building and the academic building is a spacious paved and landscaped central court. The entire school plant is set askew on the site to provide a convenient traffic pattern from the street to all buildings and an intimate relationship with recreation and parking areas.

Central Core. Large group activities center in the round academic unit. On its first floor are the cafeteria and kitchen. On its second floor is the library. There are classrooms on both floors.

Cafeteria. One of the unique advantages of the first floor cafeteria is the "scramble system," devised to reduce by one-half the time spent in conventional serving lines.

Tray and silverware dispensers are located at each of two entrance turnstiles within the removable railing that encloses the serving area. Once inside, the student selects various portions of his meal from six portable carts — three serving hot foods, another with desserts and salads, and another with ice cream and milkshakes. Next, he passes an iced milk dispenser, and, finally, he pays at one of two cashiers' stations on his way to either the dining room or an en-



OUTDOOR dining area is provided for those students who want to eat and relax in the California sunshine at Pacific High School in San Leandro. Students also eat in the cafeteria dining room on the first floor of the circular unit.

Unique Advantages

closed, beautifully landscaped court provided with benches.

The interior dining area is capable of a 30 per cent expansion to meet the needs of future enrollments. A snack bar is located adjacent to both dining areas for those who need only pickup items to supplement lunches brought from home.

A complete transformation of this cafeteria can be accomplished in a matter of minutes. Serving tables and benches fold up into wall pockets. Serving equipment and cashiers' stations can be rolled behind full-height folding doors. This leaves generous space for school activities, meetings, banquets and dances.

Classrooms. The first floor cafeteria is flanked by faculty rooms, administrative, health and counseling areas, and four classrooms. The wedge-shaped classrooms, which range from 850 to 1000 square feet in area, reduce reverberation between walls. Suspended acoustical tile assures com-

CAFETERIA in academic-administrative unit (upper, right) can be converted into activity room when serving tables and benches are folded into wall pockets . . . **ALMOST WEDGE-SHAPED** classroom (right, below) has combination acoustical tile and luminous ceiling.

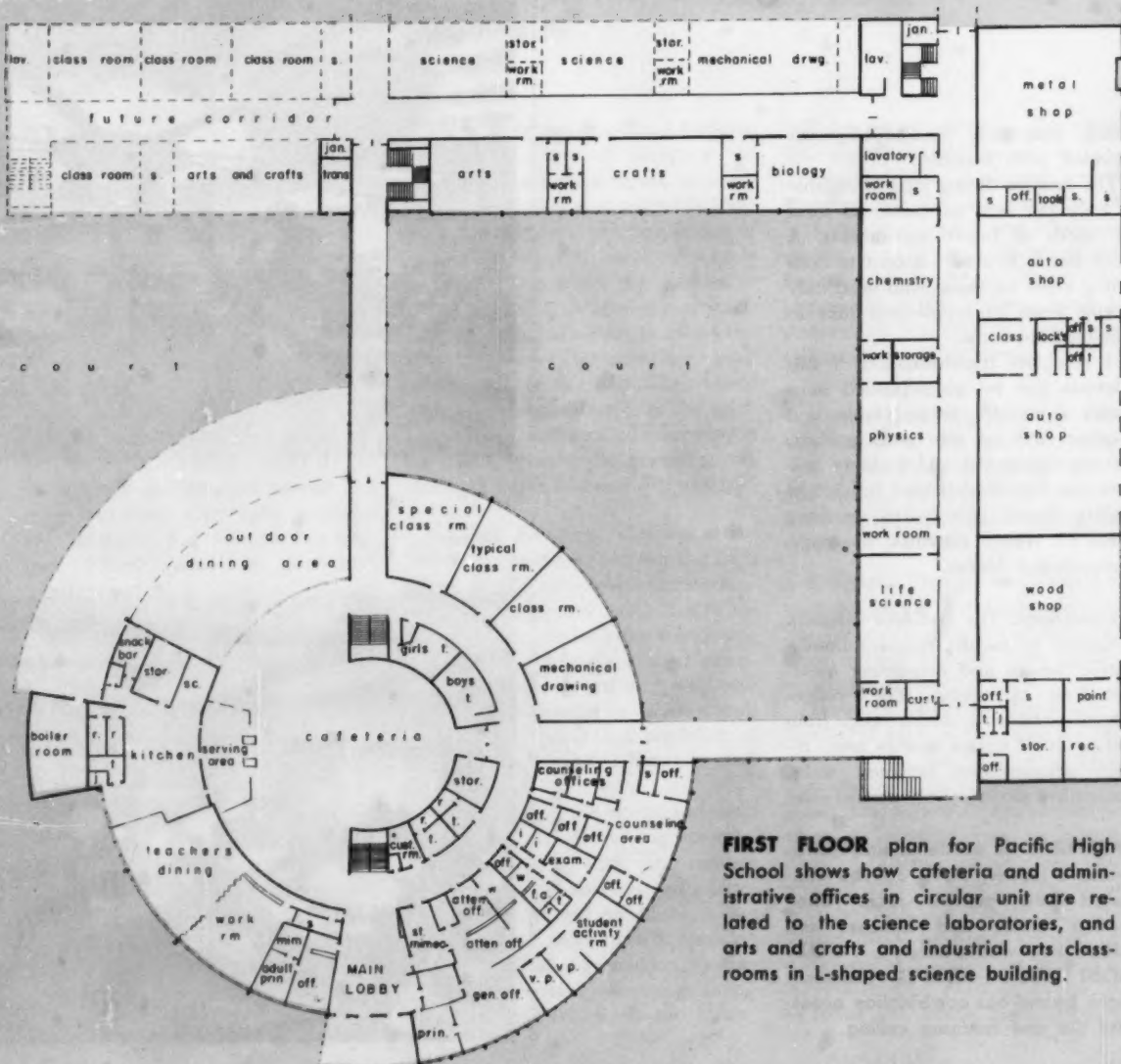
Top two Photos by Barry Evans Photographers, Berkeley, Calif.



Photo by Bardanaro & Zarcone Photographers, San Leandro



The architects estimate a saving of 15 to 18 per cent in the cost of operating this circular building compared to costs for conventional shapes



FIRST FLOOR plan for Pacific High School shows how cafeteria and administrative offices in circular unit are related to the science laboratories, and arts and crafts and industrial arts classrooms in L-shaped science building.

fortable quiet, and the luminous ceilings provide an abundance of light.

On the second floor 17 more classrooms open off the circular corridor. This arrangement makes for economy of travel time between classes.

Library. On the second floor, directly above the cafeteria, is the library. Its circular shelf-lined walls are topped with a continuous indirect lighting shelf, above which is a ring of clerestory windows. Brightness at these perimeter windows is prevented by a 4 foot roof overhang and by the use of louvered glass.

A 4 inch thin shell dome of post-tensioned concrete spans the 60 foot diameter of the library, leaving its 2800 square foot reading room free of beams and columns. The floor of the library is elevated 3 feet above the remainder of the second floor. This arrangement has these three advantages: (1) It adds ceiling height in the main core of the first floor cafeteria, located directly under the library; (2) it inhibits foot traffic through the library, and (3) it makes possible the continuous clerestory windows around the perimeter of the library.

Acoustical treatment and perimeter lighting give a feeling of openness and serenity. Traffic within the library is natural and easy. A minimum of supervisory personnel is needed.

Surrounding the main reading room and insulating it from corridor noise are the book and audio-visual storage rooms, librarian's office, faculty and student toilet rooms, and a small special reading room.

A dumb-waiter elevator makes possible the delivery of books and materials between floors.

Science-Crafts Building. The adjoining conventional L-shaped science building also houses arts and crafts, business education, domestic and industrial arts, and homemaking. Forward looking administrators also have provided here some small, specially equipped laboratories for the use of talented students capable of advanced training.

The exterior of this school building, too, is of aluminum window wall-frames with porcelain enamel wall panels. Corridors are of reinforced

concrete, with ceramic tile wainscots, and acoustic plaster walls and ceilings.

Gymnasium-Auditorium. The reinforced concrete, U-shaped gymnasium building has built-in flexibility. The base of the U is an acoustically treated room which, used as an auditorium, has a seating capacity of about 2000. Folding bleachers along each side and a 30 foot deep stage across one end provide facilities for either spectator games or fine arts and stage productions for both students and the general public.

At the touch of a switch, full-height soundproof doors slip noiselessly across the huge room, dividing it for simultaneous use by boys and girls physical education classes.

Future plans include a community swimming pool sheltered by the extension of the legs of the U, which house the boys and girls locker and shower rooms. Adjacent to the base of the U will be a music and dramatic arts addition containing choir, instrumental and dramatic arts rooms, all accessible to the stage.

Mechanical Services. A factor that favors the circular building shape is economy in heating. Because of the considerably reduced areas of enclosing walls and roof and the use of corridors and above corridor ceiling areas as supply and return plenums, heat loss is reduced. Thus a saving of from 15 to 18 per cent in the cost of operation is effected over the conventional rectangular-shaped building.

Illumination through the entire plant is in conformity with the new illumination standards of the National Lighting Bureau. The library, with its concealed perimeter lighting and a graceful center pendant fixture, was given a "first" award in the Applied Lighting Competition of the Golden Section of the Illuminating Engineering Society.

From a construction and maintenance point of view, Pacific High School encompasses a maximum amount of area for a minimum amount of expenditure. This is so because the ultimate cost of any school plant is measured in terms of its long-term maintenance. The concrete and porcelain enamel exterior walls, as well as the ceramic tile interior cor-

ridor walls, require a minimum of custodial time for upkeep.

Color Utilization. Dramatic use of color plays an important part in this unusual school. The porcelain enamel



panels of the entire perimeter of the circular academic building, as well as the court facades of the L-shaped science building, are of multiple shades of dark blue. Window frames are aluminum, and the full-height porcelainized aluminum mullions are a bright orange. These colors are repeated on the room side of these walls. Interior corridors are of variegated sand buff tints of natural clay tile, accented by alternating door colors of Flemish blue, coral accent, and primrose yellow.

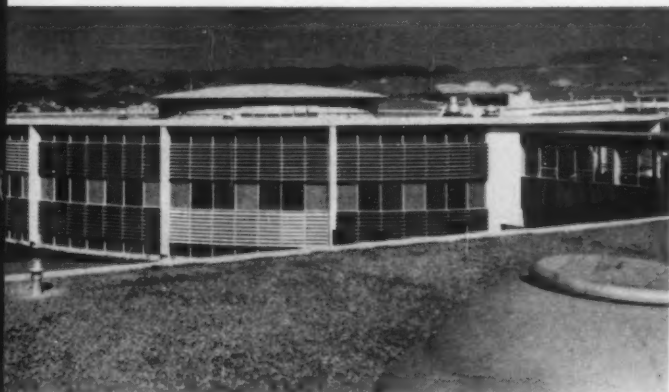
Construction Costs. The total outlay at Pacific High School was \$3,307,000, including \$470,600 for site development and mechanical work outside the building lines and \$249,700 for special equipment.

Cost of the individual units, including equipment, was as follows:

Academic-administration building (including heating plant for the entire school and intercom and telephone provisions), \$1,214,900 (\$19.50 a square foot); science building and arcades, \$768,600 (\$18.79); shops unit, \$255,400 (\$16.48); gymnasium-auditorium, \$597,500 (\$20.88). The overall construction cost, without special equipment, was \$2,586,700 (\$17.56 a square foot). ■

TWO-STORY academic-administrative unit and arcades present an inviting view of Pacific High School. Library dome appears above the circular unit. Exterior louvers admit glare-free daylight on sunny side of structure, which has brightly colored porcelain enamel walls.

MINIMUM HALLWAYS are one of the many advantages of the circular arrangement. Other features of the round shape are compactness, superior circulation pattern, economy in heating and maintenance, central area for large-group activities.



Photos by Barry Evans Photography, Berkeley, Calif.

All Services Are Conveniently Located

PHILIP T. LONES

Assistant Superintendent, San Leandro, Calif.

IT WAS my assignment, under Supt. Clarence Burrell and the board of education, to work out the educational specifications for Pacific High School and to follow through on the planning and construction from beginning to end.

Pacific High School has more than equaled our expectations. It was our intent to build within a reasonable cost a school that would, over the years, be economical and easy to maintain and that would meet all of the usual qualifications: adequacy for educational functions; grouping of instructional areas; accessibility of facilities; flexibility; community use; environmental control, such as light, air and sound; safety and expansibility.

To ensure adequacy for educational function we requested and obtained adequate-sized classrooms, cafeteria, library, gymnasium and shops. Sufficient and properly located electrical outlets, a TV conduit, air, gas, audio-visual storeroom and classroom

darkening, and a good library facility all were considered. Teachers, department heads, and administrators of existing schools were brought into the planning to ensure that as many educationally desirable features as possible would be included.

Under grouping of instructional areas it was our intent to keep all of the facilities of a given instructional area as convenient to each other as possible. The centralized location of the library in relation to the academic classrooms was a direct outcome of this aim.

Accessibility of facilities included areas not only for day-school purposes but also for adult school and community activities. The central location of the library, cafeteria, administration and counseling offices was important. Accessibility to the shops, both from the outside and from the science area, was requested. Roll-up doors to each shop for easy unloading of materials were a feature; five roll-up doors in the advanced

auto shop, instead of one as in the shop of the old high school, were included to save student time each period in moving cars in and out of the shops. Careful planning of parking for easy access to offices, gymnasium and athletic fields was stressed.

Flexibility was achieved in several ways. Two sizes of classrooms were provided. (A future wing, not a part of this contract, will provide three to four sets of classrooms paired for team teaching and having folding or movable walls.) The cafeteria with its in-wall tables and portable serving area was required to double as classroom, meeting room, or recreational facility on short notice. The gymnasium was to include a stage, so it could be used as an auditorium, and folding doors to allow for separate use by boys and girls.

We emphasized with the architects the importance of ample light, heating and air movement, and good acoustics. Safety was stressed not only by our office but also by local



Photo by Barry Evans Photography, Berkeley, Calif.

LIBRARY has circular shelf of indirect lighting above the wall bookshelves. This lighting unit is topped by a ring of clerestory windows. Brightness at perimeter windows is reduced by 4 foot roof overhang and use of louvered glass.

and state code requirements. In addition to the normal fire, panic and earthquake features, we asked for an exhaust collection system in each auto shop and a sawdust precipitator for the woodshop. The buildings have a four-hour fire-resistant rating and smoke detectors to set off the alarm automatically in case of fire.

The school was master planned for expansibility. The present capacity of about 1000 students almost could be doubled with little strain. The heating plant was designed for the increased enrollment, and the utilities were stubbed in. The existing cafeteria, library and gymnasium are designed for the larger group.

Principal A. Winston Richards, who has initiated three new schools in this district, has commented:

"Never have I been in a school where the lighting was so good, the sound deadening so carefully planned, and maintenance so easy. Our office setup is ideal. We appreciate the arrangement of the entire area and are particularly pleased with the large counseling suite. Our library and classrooms have been well planned. The shops are superb. We like the shared theory room between the two auto shops. Locating the teachers workroom and teachers dining room side by side with a movable partition between was a useful idea. Teacher,

parent and community groups already have made good use of the combined area."

Our intention at all times was to be as functional and as economically-minded as possible, considering the long-range picture. The fact that the architects ended up with a circular arrangement for the academic building was not because we were trying to achieve anything spectacular for the sake of being different. They were given the job of designing a compact school on the 30 acre site and keeping it as educationally functional as possible. This solution was not the only one possible, of course, but we are well satisfied with the result. ■

*We revised our purchasing forms
and weeded out cumbersome and restrictive
policies. Time and dollars were
saved. Your district can do it too!*

How To Streamline Purchasing

DEAN A. SHINNEMAN

ABOUT 90 per cent of all buying of budgeted items had been completed before classes began last September at the Downers Grove, Ill., public schools. This was at least two months ahead of the schedule followed in previous years. Reason: a complete revamping of our purchasing procedures. The improvement was effected principally because the time spent on requisitions and orders had been reduced as much as 75 per cent — without obtaining additional clerical assistance.

Basic to departmental streamlining was the liberalizing of an eight-year board of education policy. This involved the designing of a combination requisition and purchase order form for our school system.

The Downers Grove dual school system, located in suburban Chicago, has 6000 elementary and secondary students enrolled in 12 schools. With the population of the area expanding rapidly over a period of years, a strain became manifest in our purchasing system. It was time for a thorough overhaul of our method of operation.

Specifically, our purchasing process took too much time. In practice it seemed impossible to complete all budgeted purchases, repairs and capital improvements with the personnel employed. Certain items for which appropriations had been made never

were purchased in reality. These were the surface symptoms.

Plans for an analytical diagnosis of the situation were discussed at the administrative level. Supt. Glenn E. Pickrel recommended that a four-man citizen committee be appointed, consisting of practicing nonschool experts in the purchasing field.

Professional Evaluation. Out of the committee investigations came this analysis of purchases: orders up to \$50, 72 per cent; \$50 to \$100, 11 per cent; \$100 to \$300, 11 per cent; \$300

to \$500, \$500 to \$1000, and more than \$1000, each 2 per cent. Also, it was found that single item purchases represented 57 per cent of all orders issued, and about 50 per cent of orders were repetitive.

The facts and supplementary studies resulted in these three conclusions regarding the prevailing purchasing policy:

1. The existing policy was unnecessarily cumbersome, restrictive and time consuming. Since the average order was so small, more freedom in the method of purchasing supplies

COMPARABLE TABLE shows greater freedom given the administrator as result of changes made in board of education policies on purchase of items budgeted. Nonbudgeted items still must receive prior board approval.

METHOD OR PROCEDURE	OLD POLICY	NEW POLICY
No restriction on purchases	Up to \$50	No comparative limit
Administrative judgment as to procedure used	None recognized	Up to \$500
Quotes acceptable via telephone	Range \$50 to \$300, 3 quotes or more	Use as they apply up to \$1000
Formal bid required	More than \$1000, 3 or more bids	More than \$2000
Required referral to board for acceptance or rejection	More than \$1000	More than \$2000
Bid can be rejected for noncompliance with specifications	Only by board	By administration

SAMPLE requisition-purchase form used in Downers Grove, Ill., public schools is shown on facing page. It consists of six parts: original purchase order, accounting copy, purchase copy, receiving copy, requisitioner's copy, and originator's copy. It is reported this form is efficient and timesaving.

was warranted. A more liberal purchasing policy was overdue.

2. Restrictions on specific methods and procedures should be lifted to allow greater flexibility in the exercise of administrative staff judgment.

3. Mechanical devices and order forms should be studied for ways to facilitate requests for materials.

Suggestions from members of a citizens committee were adopted, after minor revisions, as board policy. The comparative table (page 57) shows the changes made.

The new board policy "freed up" the purchasing program so the administration could exercise more judgment, and buying could be completed more rapidly. The revised policy expressed the kind of confidence necessary in good board-administration relations.

Forms Streamlined. With the purchasing policy adjusted, the administrative staff had to find ways to reduce processing time at the central office. One outcome was a new, six-page (original and five carbons) snap-out form that met the combined needs of the old purchase requisition and purchase order forms.

Four important improvements resulted:

1. Information supplied on the pur-

chase requisition no longer is duplicated by typing the same information on the purchase order form. Unless special handling is required for policy reasons, the basic information entered on the requisition becomes the order when signed by the assistant superintendent in charge of business affairs.

2. Responsibility for accuracy of detail rests with the originator of the requisition; the central office need not complete the information.

3. A request is handled only once by the assistant superintendent, as opposed to double handling under the old system.

4. Speed-up in the processing phase of paper work means a speed-up in delivery. Purchase orders for single items (which represent about 57 per cent of all requests) no longer need to be retyped as new orders; they are processed by a rubber stamp approval, a signature, and a purchase order number.

Responsibility for accuracy and completeness of description, name of suggested vendor, and price (if available) rests with the originator of the request in those instances (about three-fourths of the cases) where requisitions are specific in nature and apply for items for a particular course of instruction.

If the administration accepts all

the product information supplied, the purchase order is stamped with the inscription, "Material or service as requested above is approved for purchase." Then the purchase order is signed; the vendor's name is typed in; the order is logged, and the instrument is ready for mailing. Should there be need for a change (which is seldom, now that the staff has become accustomed to the new form), a space is reserved for the administrative business office to revise the order.

Contemplated Changes. Since constant self-evaluation of our business practices has paid educational dividends, other mechanical revisions are being prepared for future action:

1. Reevaluation of the catalog numbering system to allow more flexibility for revisions and insertions.

2. Further improvement in specifications, especially in bulk bids on instructional and custodial supplies.

3. Bulk bids that formerly were listed alphabetically beside a progressive numbering system are to be divided into these subject areas: art and general classroom instructional materials, custodial cleaning supplies, science supplies, home arts supplies, paper supplies, and physical education supplies.

4. Purchase orders termed repetitive (about half) will be studied to see if they lend themselves to listing in the bulk requisition catalog now being used.

5. The annual budget request is to be redesigned so it also may become an order when approved for the budget for single items.

The principles that guided the updating of the purchasing system at Downers Grove can be applied to any district with similar problems. ■



DEAN A. SHINNEMAN . . . assistant superintendent in charge of business affairs, Downers Grove, Ill., public schools, since 1956 . . . business office manager, Park Ridge, Ill., public schools, 1952-56 . . . teacher, business education, Roxana, Ill., Community High School, 1948-52 . . . secretary-treasurer, Illinois Association of School Business Officials, 1959-60 . . . holds A.B. and B.S. degrees from the University of Illinois and a M.A. degree from Northwestern University.

YOU ARE WRITING THRU
6 PARTS = USE BALL POINT PEN
PRESS HARD

Suggested Vendor Address Hardy School Supply Co.
318 West 1st St., Chicago 31, Ill.

Form 6105-10-60

All requisitions for materials or services must be made out on this form, dated and signed by the requisitioner. Definite information as to size, color, title, author, publisher, editions, kind of services to be performed, etc., must be given. State briefly the intended purpose of items requested in upper right hand corner of this form. All requisitions are to be made in sextet and forwarded to the control office by 4 p.m. Thursdays.

QUANTITY	REQUISITION FOR THE FOLLOWING MATERIAL = LISTED BELOW: DESCRIPTION AND CATALOGUE NUMBER	N/R	PRICE	DATE OF REQUISITION	ORIGINATOR
1 Set	Set No. 2 --- Cat. #26F431 - Hear N (Page 151) Reading Readiness Cards N	N	\$ 1.40	1/26/61	Ed Balke
1 Set	Set No. 3 --- Cat. #26F441 - Tell N (Page 151) Reading Readiness Cards N	N	\$ 1.00		Kindergarten - Reading Readiness Program
1 Game	Cat. No. 9513 See and Say N (Page 155) Consonant Game N	N	\$ 1.00		REQUEST OK'D BY <u>June Pika</u> PRINCIPAL OR DEPARTMENT HEAD SCHOOL IDENTIFICATION <u>Lincoln School</u>

REQUISITIONER DO NOT WRITE BELOW TRIPLE LINE WHEN WRITING UP REQUISITION. SPACE BELOW TO BE USED FOR INFORMATION ON MERCHANDISE ORDERED.

QUANTITY	DESCRIPTION	PRICE
<p>Material or service as requested above is APPROVED FOR PURCHASE By <u>Das</u></p> <p><u>SPECIMEN</u></p>		

DATE WANTED <u>2/24/61</u>	DATE RECEIVED	NO OF PIECES	CHARGES	METHOD OF TRANSPORTATION <u>Parcel Post</u>	RECEIVED BY
VALID ONLY WHEN SIGNED BY Supt. OF SCHOOLS OR ASST Supt. FOR BUSINESS			BY <u>Dashinneman</u> ASSISTANT SUPER-INTENDENT	ACCOUNT NUMBER <u>14302</u>	DATE ORDERED <u>1/27/61</u>
BOARD OF EDUCATION DISTRICT NUMBER 58 ADMINISTRATION OFFICE 935 MAPLE AVE. DOWNERS GROVE, ILLINOIS			Lincoln School 935 Maple Avenue Downers Grove, Illinois		

ORDERED FROM

Hardy School Supply Co.
318 West 1st. St.
Chicago 31, Illinois

CONDITIONS
MAKE INVOICES IN DUPLICATE
EACH PURCHASE ORDER MUST BE COVERED BY
SEPARATE INVOICE. PURCHASE ORDER NO. &
DATE MUST APPEAR ON INVOICE.
SUBJECT TO THE USUAL CASH DISCOUNT AT
THE FIRST MEETING OF THE BOARD OF EDU-
CATION FOLLOWING RECEIPT OF INVOICE

WE ARE NOT SUBJECT TO FEDERAL OR RETAIL TAX

ALL DELIVERY CHARGES MUST BE PREPAID

ORIGINAL PURCHASE ORDER



CHALK DUST

Truman F. F. F.

ALICE IN WONDERLAND

ALICE, in her capacity as a newshen, was interviewing the White Knight in his capacity as superintendent pro tem of the Wonderland schools. "Is it true," asked Alice, "that the physical education program in the schools is anemic and in need of castor oil? Folks seem to think that we are behind the Russians in weight lifting, behind the British in throwing, and behind the Africans in agitating."

The White Knight blushed, flushed, cussed, ahemed and harrumphed loudly, as is the custom of school administrators. "Nonsense and stuff," he shouted, "come and see for yourself."

The two proceeded to the gymnasium where Alice gasped in wonder, for it was a vast coliseum, pentagon, arena and amphitheater with grandstands covering acres. In the center was a tiny cockpit where the basketball team was practicing leaps and bounds.

"You must meet the Walrus," said the White Knight. "He is in charge of our little oysters — that is, our kiddies who are being educated."



The Walrus grinned as he blew several whistles and executed a few knee bends in honor of the program.

"Why do you need so many grandstands for so few participants?" asked Alice.

"Virtually everybody in the entire state participates in the program," said the Walrus proudly. "Every adult is a cheerleader, every girl child is a baton twirler, and every boy child is attempting to grow eight feet tall."

Alice observed a faraway corner

where a few students were bounding around a leather-covered horse in an attempt to toughen their fundamentals. "Is that supposed to be useful?" asked Alice.

"It ought to be a required course for all school superintendents. It is much more practical than philosophy," replied the Walrus sardonically.

"Don't you have any spontaneous play?" asked Alice.

"Oh, yes," answered the Walrus proudly. "Our spontaneous activities are completely organized. All our students are members of the Little League, the Little-Little League, and the Little-Big League, or else."

"Is that fun?" asked Alice.

"It's not much fun for the kids," said the Walrus honestly, "but their parents get a lot of exercise by raising funds, furnishing soft drinks, and hurling vituperations at each other."

"What else do you teach?" queried Alice.

"We have just organized courses in trapping, cheerleading, heading, running, jumping, throwing, sliding, tackling, blocking and side-stepping," said the Walrus, blushing.

"I guess I was born too soon," said the White Knight unhappily as he wended his way to his office where several mobs were impatiently waiting to mob him. "Just think how I would have benefited from such a curriculum."

RETIREMENT PROBLEMS

NOWADAYS when politicians and sociologists are constantly tinkering with the retirement age, it behooves a school administrator to preplan even more intensively than a teacher who has been roped into taking her children on a visit to the local zoo.

In the frequently interrupted history of school administration, few boards of education ever show the slightest willingness to endure any longer a superintendent who reaches retirement age, or, as a matter of fact, even before.

But retirement should hold no terrors for an administrator. For the first time in his life it allows him to use the experience, imagination and resourcefulness gained in years of questing and being quested. When he retires, instead of a single institution, the whole world becomes his hot potato.

Let the retiree consider, for example, supplementing his pittance by the manufacture of monsters, synthetic or otherwise. It is a fast growing business in an age of westerns and easterns. The *New York Times* recently published the success story of a monster manufacturing company which is seeking a new president. The company expects to expand its business of monster making by creating more brontosauri, saber-toothed tigers, Neanderthal men, and such-like. They create monsters who bellow, belch and breathe fire, and have even taken time to build a number of medieval torture chambers, iron maidens, and working volcanoes on the side. The business includes destruction, too, because a secondhand monster is as useless and redundant as an over-age school building.

What a challenge to an administrator who has had so much experience with reasonable facsimiles of outsize bellowers, belchers and fire breathers which exist in every school district.

"But," says the cautious retiree, "isn't monster building and destruction too much like more of the same?"

It is true that it takes considerable skill. "Try zipping up the 90 foot abdomen of a giant pterodactyl," said one worker. "It is quite a job." But such skill would be no worry to a superintendent who, during a long lifetime, has had to zip up everything from kindergarten overshoes to school budgets.

An administrator would be the first person to admit that from time to time he undoubtedly has created in his mind an undue number of synthetic monsters that never really existed. These he has added to the real bellowers and fire breathers that are constantly questing him. Too, he has been guilty of building volcanoes from bonfires and making mountains out of molehills.

But who among us can point out a superintendent who has not daily tangled with many monsters and cut them down to size? Who dare say that a school administrator would not make an excellent president of a company that deals with volcanoes and torture chambers?

INVOLVEMENT

ONE of the new sciences advocated for a school administrator is "involvement," meaning that he should sing in the church choir, lead the Boy Scouts in the weekly jamboree, and mess into the affairs of the community in a big way. Involvement is a happy state of affairs, but it involves its own particular dangers.

A school superintendent should remember the plight of the farmer who tied his cow's tail to his leg while he was milking her. After they had gone around the barn at full speed for half an hour, the former realized he'd made a mistake.

QUESTION:
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Right Scheduling Can 'Double' Lunch Services

NATALIE P. LUND

Director of Cafeterias, Westport, (Conn.) Public Schools

IRENE Y. PONTI

Director of Cafeterias, New Canaan, (Conn.) Public Schools

THE relative merits of *staggered*, *wave* and *overlapping* lunch schedules are demonstrated in New Canaan and Westport, Conn. Serving lunches to students in small groups in schools in these two communities has resulted in savings on lunchroom maintenance and personnel, elimination of future construction cost for enlarging the cafeteria, and service to

more students than actual seating capacity allows.

Using the staggered system at New Canaan High School, which has a closed lunch program, we are able to serve 815 students in three groups in 1 hour and 16 minutes, despite the fact that the cafeteria has a seating capacity of 366.

The first lunch is served at 10:58,

when students from 12 classrooms are scheduled to the cafeteria. They are finished eating at 11:28, at which time the second lunch is served.

All students scheduled for this period come from a class and must return to the class after lunch for another 15 minutes (at 11:55) to finish their interrupted fourth period. Two history classes, one English class, and two study halls are broken by the lunch period. The academic classes are taught by experienced teachers who can quickly resume class after lunch; new teachers are never assigned to the broken fourth period classes.

Eight classrooms take the third lunch from 11:44 to 12:14. The principal of the high school believes the staggered plan causes the least disruption of the academic program. This method provides sufficient time for the student to be served, always to find a place to sit, and to eat. Intervals between servings provide time for refilling serving counters.

No student help is used. The cafeteria staff is made up of a manager, four steam-table servers, two lunch cashiers, a dishwasher, and an extra employe to refill counters. Two teachers supervise the three serving periods; they have the help of two monitors for each period.

Some Disadvantages

A disadvantage is in the early serving of the first lunch — 10:58. School buses, however, pick up students as early as 7:30 a.m. The school day starts at 8:30 a.m. and ends at 2:30 p.m. Another disadvantage is that the broken fourth period cannot be avoided.

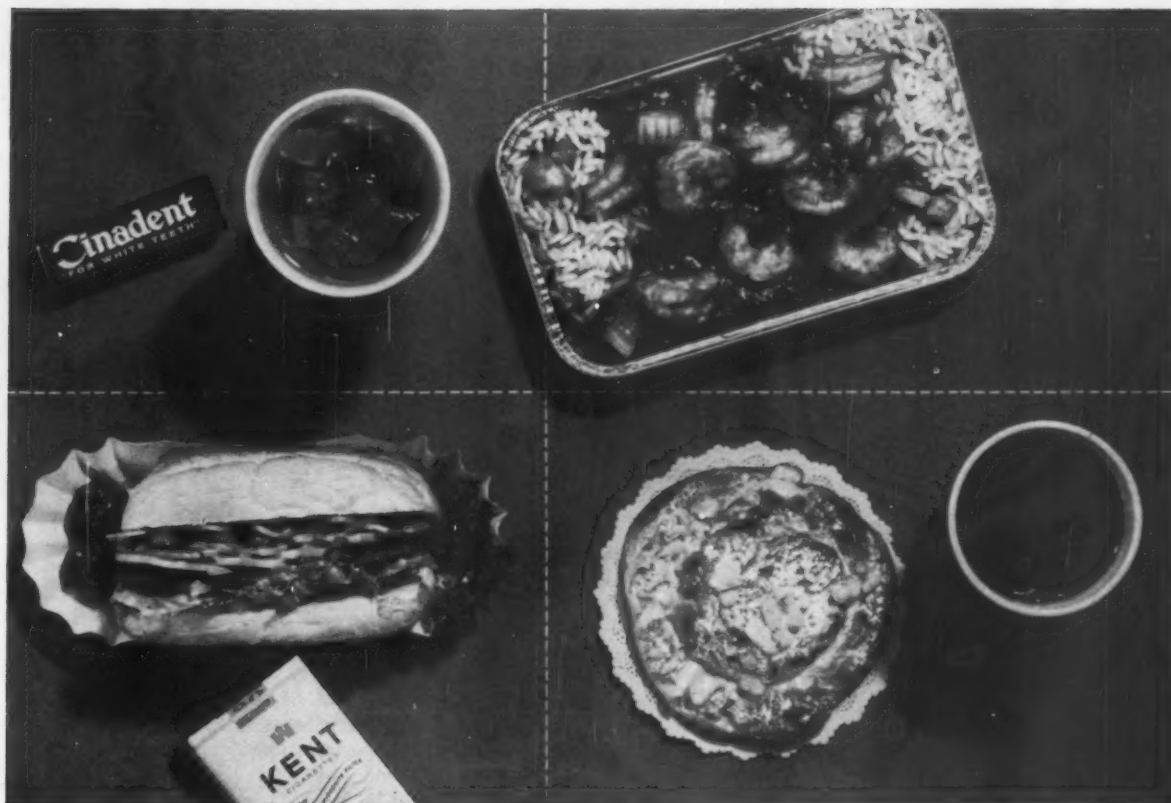
(Continued on Page 94)

SAMPLE schedule illustrates lunch service under a combination of the sequential wave and overlap systems in Westport, Conn.

BEDFORD JUNIOR HIGH SCHOOL LUNCH SCHEDULE FOR MONDAY

Lunch Group	Table No.	Room No.	From	To
A	1	132	11:05	11:25
	2	T-4	11:05	11:25
	3	T-1	11:07	11:27
	4	215	11:07	11:27
	5	207	11:10	11:30
	6	9	11:10	11:30
B	1	2	11:25	11:45
	2	3	11:25	11:45
	3	6	11:27	11:47
	4	205	11:27	11:47
	5	209	11:30	11:50
	6	T-3	11:30	11:50
C	1	203	11:40	12:00
	2	214	11:40	12:00
	3	105	11:45	12:05
	4	107	11:45	12:05
	5	Band		
	6			
D	1	134	12:00	12:20
	2	212	12:00	12:20
	3	T-2	12:00	12:20
	4	RL	12:00	12:20
	5	129	12:00	12:20
	6	Lib.	12:00	12:27

FOOD FOR THOUGHT



Off-hour eating can be profitable

Canteen food service is on duty 24 hours a day—saves money, too

Staggered lunch periods, coffee breaks, snack times, multiple-shift operations: all cause considerable problems for executives in charge of food service in plants, schools and institutions.

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vending, tailors food service to fit *your* requirements; serves the kinds of foods *your* people prefer; fits the space *you* have in mind.

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A C
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AUTOMATIC CANTEEN COMPANY OF AMERICA

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Food Service Division
AUTOMATIC CANTEEN COMPANY OF AMERICA
Merchandise Mart Plaza
Chicago 54, Illinois

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Name

Address

City Zone State



More Southeastern views on

School Business Administration

VIEWS of Southeastern schoolmen on various phases of school business administration — as voiced in papers presented at the recent annual conference of the Southeastern Association of School Business Officials at Richmond, Va. — were presented last month (June, page 76). Views on custodial care, transportation, federal and state aid, and schoolhouse planning are presented in these summaries.

CUSTODIAL CARE . . .

Custodian Is Key Man in Good School Environment

The average custodian deals each day with plant facilities worth an average of \$266,600. About 9 per cent of all current expenditures for public elementary and secondary schools are spent for school plant operation. These statistics were quoted by Nathan M. Patterson, supervisor, Muscogee County School District, Columbus, Ga.

Nowadays the custodian must be far removed from the old accepted practices of the past when "janitor" jobs were restricted to old men, disabled veterans, or politically "deserving" hacks, Mr. Patterson observed. Today, he said, custodial services have a sixfold purpose: preserving property values, protecting health and safety, providing a climate for learning, developing good will, maintaining cleanliness and neatness and effecting operating economies.

Properly trained custodians help preserve property values by protecting the property against misuse, vandalism, illegal entry, and damaging activities, as well as against deterioration, fire and other hazards.

The custodian is charged with protecting the health and safety of the children who under law are required to attend school. He must deal with

the problem of overheating and underheating, poor ventilation, inadequate sanitation, improper lighting, unsatisfactory light control, uncontrolled noises, improper circulation of dust-laden air, and many other similar problems. Also, he aims to eliminate slippery stairs, obstruction on stairs, hallways and playgrounds, and overhead objects. He gives attention to electric outlets, fixtures and fuses, and assures proper handling of mechanical equipment.

Modern concepts of education require desirable character training for the building of good citizens, Mr. Patterson counseled. If this be true, then it is necessary to provide every pupil with a clean, attractive, comfortable and orderly learning situation. Such an environment for learning, conducive to mental and physical

alertness of both teacher and learner, is part of the responsibility of the custodian.

Public facilities represent the public expression of belief in education in the youth of today; protecting this image in the form of good housekeeping contributes much to the development of good will in a community, Supervisor Patterson continued. Many children will recognize their school as the most pleasant home they have ever had, he said.

Aside from health and safety, it is important that custodians be neat and orderly in their work practices. Children will see and be influenced by the presence of neatness and beauty. The custodian who will follow a program designed to guarantee pride will win the respect of pupils, teachers, other school employees, and outsiders alike.

Since labor is the highest single cost factor in a custodial program, work schedules and procedures must be worked out carefully, said Mr. Patterson. Only with the aid of time and motion studies and the utilization of labor saving equipment can operating economies be effected in personnel, utilities, supplies, equipment, he said.

TRANSPORTATION . . .

Mail Goes Through Daily to Georgia County Schools

How mail and other small items are distributed daily to schools across the 523 square miles of the Fulton County, Ga., School District was told by E. H. Moldenhauer. Since 1960 the interschool mail service has been

on a daily basis, which, in Mr. Moldenhauer's judgment, is basic to this type of service.

The director of maintenance and operations for Fulton County schools said 2½ ton panel trucks were used for the daily mail service, with one

(Continued on Page 80)



FIRST NAME IN
LAST WORD IN

*Kettles...
Performance*

Fine foods get fast yet gentle handling in even-heating *aluminum*. The result: succulent flavor, customer satisfaction, more business . . . *reputation*.

Chefs, dieticians and wise restaurateurs know this. They know, too, that new aluminum alloys and advanced

finishing techniques make Wear-Ever Kettles *easy to maintain*.

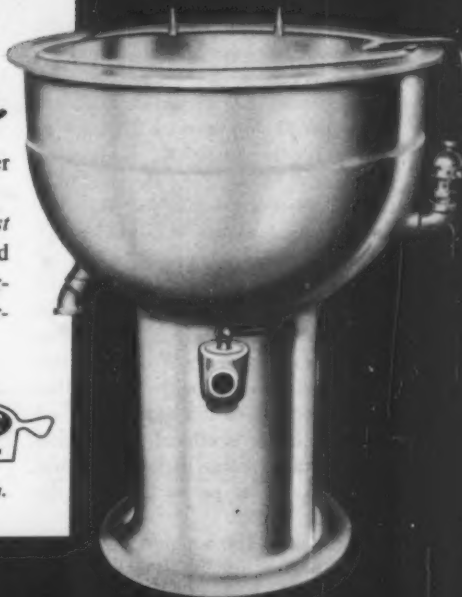
When you look for kettles, look *first* at the full line of steam-jacketed and gas-fired aluminum kettles by Wear-Ever . . . *last word* in superior performance.



WEAR-EVER
ALUMINUM



Wear-Ever Aluminum Inc., Food Service Equipment Div., 3810 Wear-Ever Building, New Kensington, Pa.



Subjects range from ethics to planned maintenance, and from easing building tensions to introducing accrual accounting as

Business Officials Talk Shop in Two States

Missouri A.S.B.O. holds largest convention in history; gives special attention to vendor, architect relations

EXCELSIOR SPRINGS, Mo. — Should the school business official ask a vendor to spend a great deal of time bidding if he doesn't intend to accept the vendor's bid anyway? This was one of the fundamental questions of ethics that caused some soul searching by those attending the 1961 annual meeting of the Missouri Association of School Business Officials.

At the convention, held here April 20 to 22, vendors said they approved bidding on specifications but objected to the practice of some districts that purchased lower quality items than those specified in the bidding. In addition to being unethical, it was held, the practice creates higher costs and, therefore, higher prices to school districts.

More than 100 attended the opening powwow session. Presiding was Herman Bleckschmidt, a director of the international body, the Association of School Business Officials of the United States and Canada. Through Mr. Bleckschmidt, who is assistant to the superintendent of the Normandy School District, St. Louis, many questions were presented to the group, almost all of which found answers from business officials who had been confronted with similar situations and had found a solution.

How To Ease Tension During School Construction. Administrators were reminded that they were re-

sponsible for many problems created during the construction of new school buildings. The superintendent ordinarily is too busy to devote the amount of time necessary to render timely decisions needed during construction, it was stated. Thus, decisions often are relegated to an assistant, and he may establish fundamental policies. The assistant is likely to permit the architect and contractor more leeway in construction details.

On the other hand, the school's maintenance superintendent often is hostile to the architect, it was reported. He questions closely the architect's solutions. Everything should be as in the past, he says. He likes materials with which he is familiar and for which he has parts. Consequently, more friction is present during construction than is necessary.

David W. Pearce, member of the architectural firm of Pearce and Pearce, St. Louis, offered these five suggestions for easing tension during the construction period:

1. The superintendent should set aside time for intimate study of the building program.

2. He should indicate which staff member has authority to make building decisions when he is not available. Under all circumstances, the superintendent should write the district's educational philosophy, set up the goals, and provide this information to the architect.

3. A written statement of do's and don'ts pertaining to the building program should be prepared before the architect gets into the planning stage.

4. Equipment needs should be discussed in the preliminary stages. At this time it is not advisable to select only one make of equipment.

5. The architect should be provided with needed financial information.

Architect's Responsibility for Cooperation. Mr. Pearce said that the school system, in turn, should demand from the architect these five items:

1. A clear and precise program as the architect sees it.

2. Alternative solutions as to how certain problems may be solved. (The client should be very critical at this time.)

3. A time schedule for all phases of planning and construction.

4. An outline specification of mechanical equipment (what is and is not being provided). An outline of site problems and solutions.

5. Careful plans and specifications. (No deviation should be permitted from these plans.)

Planned Maintenance. Constructive criticisms of architects generally came from the floor of the convention. Convention goers suggested that archi-

(Continued on Page 68)



NEW!

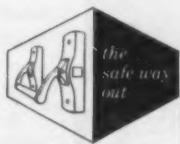
Von Duprin 77 color-styled exit devices

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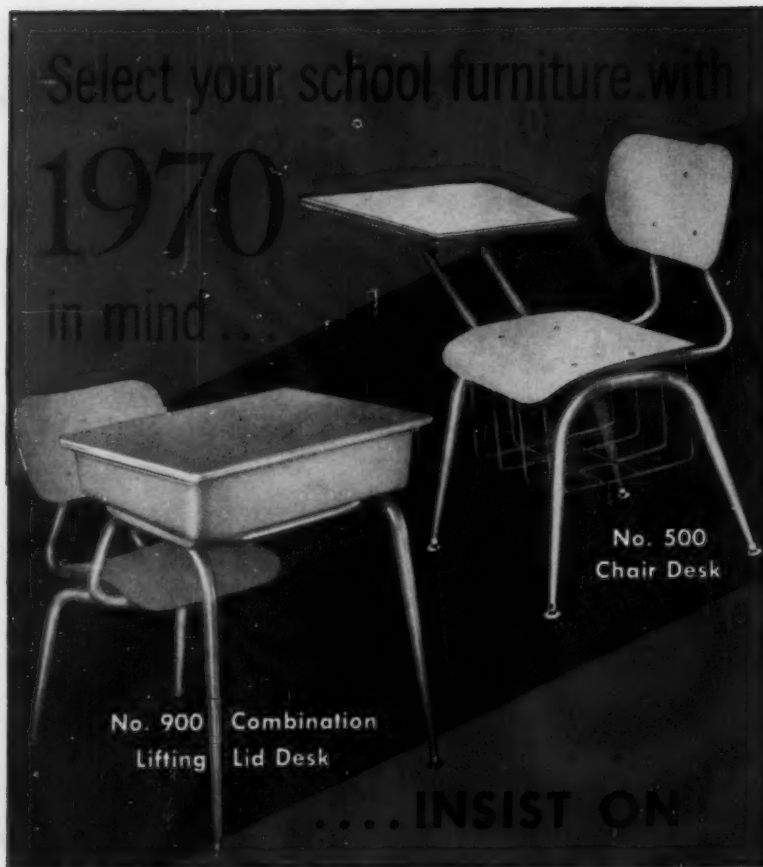
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Business Officials

(Continued From Page 66)

pects give more attention to small maintenance conveniences, such as sufficient electrical outlets for wet and dry pickup machines and more and adequate slop sinks. Generally, these cost little in the original construction, but the lack of them in the final building may prove to be uneconomical in maintenance costs. The reply of the architect on this point was that these items should be called to his attention early in the planning stages.

Vendors appeared perplexed by the architect's recommendation that the school not select a particular make of equipment during the preliminary stages. Vendors, it was explained, often must sell their products at this time because contractors must have the information for proper construction planning. It may be too late if they must wait until final plans are made because vendors often have special designs which affect building construction.

Two fundamental questions arose from the floor: What does the architect guarantee? Answer: With each construction the architect's reputation is at stake. In essence, all that the architect can guarantee is the best job possible. On what basis can the school district rely on him? Answer: On the basis of performance by the architect under previous contracts and the assumption that he will perform in the future as he has in the past.

Built-In Timesavers. Maintenance personnel at the meeting expressed concern over such items as the inefficiency of changing light bulbs in high areas, such as a gymnasium. Solutions for such problems include catwalks, a tower on which a person can be elevated, poles for changing bulbs, and/or longer lasting bulbs.

With expanded needs for counselors and other certified personnel, the maintenance supervisors pleaded that their storage and other areas not be given up to counselors and other teaching staff members. Maintenance personnel, too, must have enough area in which to work efficiently and economically.

Architect Pearce was asked to describe "adequate supervision" by the architect. He said he preferred to em-

(Continued on Page 70)



At the new Baird Road School, Penfield, N. Y., James M. Meagher, Coordinator of Instructional Materials for the Penfield Schools, says:



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(Continued From Page 68)

ploy the supervisory personnel necessary and not have the school hire directly a clerk of the works. Adequate supervision varies from job to job and the stage of each project. Usually the earlier construction stages require much more attention than the latter. For instance, concrete and steel beams require more attention than painting. Full-time supervision in the latter stages may be quite unnecessary and add unreasonably to the building cost.

Economical Purchasing. In subsequent panel discussion, vendors of the Missouri A.S.B.O. commented that schools spent about 2 per cent of their budgets on classroom supplies and textbooks. Although this is a small percentage, the nationwide dollar equivalent amounts to \$200 million annually.

Vendors explained that while schools are interested in purchasing at a low price, selling at too low a price can be an actual disservice to schools. To do so may cause a company to go bankrupt and, consequently, the school will have no near-by service on certain items. Indeed, it might cost more to purchase from suppliers at a greater distance.

Vendors can assist schools in determining their needs. They are obligated not to oversupply or undersupply school districts.

Meaningful specifications contribute to economical buying. If specifications for certain items are not absolutely clear, those items will cost more if only because suppliers must correspond to find an answer or make a wrong guess. For example, can a company interpret this specification: "white chalk, 124 sticks to a box," or "colored chalk, 144 sticks to a box," or "crayons, eight to a box." It was emphasized that ambiguity costs money. This means that all school purchasing ultimately costs more. The simple answer is for schools to write clear and precise specifications.

State Department. Three speakers from the Missouri State Department of Education, Jefferson City, were on the program.

Bernard Voges, answering state level problems, predicted that Missouri might require an accrual system of accounting within the coming decade. The implication was that the

(Continued on Page 72)



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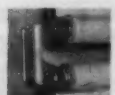
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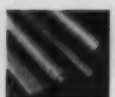
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(Continued From Page 76)

accrual system better reflects the fiscal condition of a school system. As school taxes continue to rise, it was thought, tighter accounting controls will be a must. Dr. Voges also suggested that some schools might begin installing an accrual system in the near future in order to have a time advantage in case accrual systems are required by law.

George Englehart passed out samples of property accounting forms that closely follow suggested forms in Handbook III of the U.S. Office of Education. "The capital investment of school districts is of such magnitude that each school district should be able to account for its capital assets at all times," Dr. Englehart said.

Simplification and economy are to be facts in Missouri, according to George Donahue. He proposed to reduce the number of lists of teachers required of local districts by the state office from 11 to only 2. Economically minded school business officials greeted this announcement with enthusiasm.

Accounting Complications. School administrators took special notice that withholding on a state income tax was to become effective July 1, 1961. This, added to other deductions, will create problems, particularly for those districts using machine accounting methods. This has portent for other states faced with requests for additional deductions but whose school

districts have accounting machines of limited register capacity. One solution is to use one register for two deductions from payroll checks. This may be done where one of the deductions has a constant ratio to the total payroll total.

School Financing. It appeared that bond issues had suffered during the recession; of 13 districts that had referendums, only six were successful. Of assistance to many districts are counties that are currently raising assessed valuations as much as 25 to 30 per cent.

Those most successful with taking the school census, required annually, use a card for each house in the district. In this fashion, all children are located and listed by census takers who are paid for each name.

International Convention. Charles W. Foster, A.S.B.O. executive secretary, stressed the importance of continuing friendly relations between the United States and Canada. Toward that end Dr. Foster urged school business officials to attend the coming international convention of his organization, scheduled for October 7 to 12 in Toronto.

Election. Edward M. Joy, 1960-61 president of the Missouri A.S.B.O., was succeeded in office by President-Elect James E. Saunders of Columbia, Mo. — B. R. OOSTING, *assistant superintendent for business, Hinsdale, Ill., public schools.*

Michigan business administrators hear survey findings, discuss work status, defeat resolution on certification

GRAND RAPIDS, MICH. — "Don't show up at the office on some working days. Get out of the routine occasionally and take time out to do some reflective thinking."

This was the advice of Jack Elzay, superintendent of the Ann Arbor, Mich., public schools, to those attending the annual meeting of the Michigan Association of School Business Officials. The convention was held here April 12 to 14 with more than 300 members, exhibitors and wives registered.

Some 15 papers were presented at the convention, covering the follow-

ing topics: budget preparation, maintenance, school construction, educational specifications, purchasing, staff organization, service contracts, and safety regulations.

Dr. Elzay, a past president of the Michigan organization, said that educators, and particularly school business officials, should become more research-minded. The business field is not receiving its share of research, he believes, and this arm of education particularly should be discriminatory and functionally minded. Decentralization is a trend in school administration, he indicated. (Cont. on p. 74)

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State Business Officials

(Continued From Page 72)

Dr. Elzay advised the business official to ask himself whether he knows his goals. Does he have the "profile," the courage, and the knowledge to achieve the desired ends. Dr. Elzay said that he, as superintendent, wished to remain closely associated with school business officials because they usually utilized the "practical way." Their thinking "must be upgraded, however," he counseled.

Continuing, Supt. Elzay said: "We've become too stodgy in our thinking. Some persons attending a convention leave with a remark such as, 'we are doing as good or better than the other districts.' This attitude is deplorable. We should constantly seek ways to improve."

Survey Findings. Dr. Elzay reported a few statistics and interpretations from an extensive survey of more than 40 Michigan school systems. The study showed relationships between administrative staffs, budgets, custodians, secretaries, equipment, land and buildings. Some positive correlations appeared in the interpretation.

For example, a close correlation was found between the number of persons on the administrative staff and the number of acres owned by the school district. It also appeared that the best equipped schools were those with the larger enrollments. Custodial salaries are significantly higher than secretarial salaries. Why? Are the custodians better organized, or is their job more important?

These other findings were heard with mixed emotions by business officials: In some school districts administrative staffs are too large, but, in many cases, they are too small. The same contradiction is present in the comparative number of custodians and secretaries.

One of the panel discussions dealt with the great number of different titles designating the chief school business administrator. The recommendation was to settle on one title for the sake of the profession.

Sequence for Enlarging the Staff. Garland House, assistant superintendent at Traverse City, concluded that the criteria for determining the number of staff members needed must be based upon the philosophy of the

board of education and the community. The size of the system and type of operation also should be taken into consideration, he said. Frederick O. Norlin, superintendent at South Haven, posed an interesting question for his own system: Which assistant should be hired first, a business expert or an assistant for curriculum? Mr. Norlin concluded that in his own case the curriculum expert would be of more immediate help.

Work Status. Axner Olson, from Coldwater, observed differences in business and educational approaches to school business management. He concluded that "for the good of education" the business manager should be certified. Louis Roberts, assistant superintendent at Adrian, discussed in-service programs for noncertified personnel. He said that motivation is of prime importance. Employees should be highly motivated to take pride in their work and in improving themselves. One of the most important things people want is status. Thus, the title of a job may be significant, Mr. Roberts said. In case there is any doubt about the importance of business employees, let something go wrong, he said. One then quickly realizes that every job is necessary. The business manager should take time to talk to each staff member.

Certification Rejected. To the surprise of many observers the assembly rejected a proposed resolution on certification. The resolution requested support by the Michigan A.S.B.O. for continuing certification for administrators with a M.A. degree and three years or more of experience.

New President. Wade Kraner, 1960-61 M.A.S.B.O. president and purchasing agent at Saginaw, turned over the gavel to President-Elect Austin F. Bates, assistant superintendent at Jackson. From many viewpoints, including the all-time high membership and research projects, Mr. Kraner's term was said to have been one of the most successful in M.A.S.B.O. history. — B. R. OOSTING, assistant superintendent for business, Hinsdale, Ill., public schools.

First, Not Best. Public school libraries in Connecticut (where the first public library opened in 1803) are short 1.3 billion books. A state consultant says this is "completely inadequate." A.L.A. standards call for 6-10,000 books per 200-1000 students.

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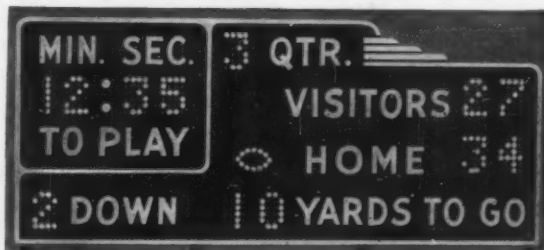


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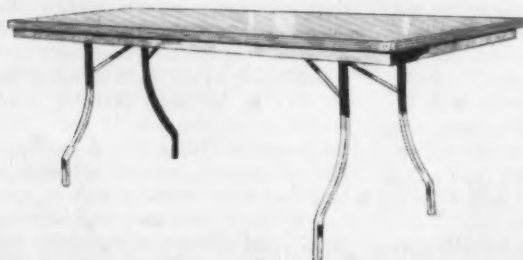
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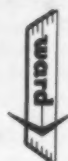
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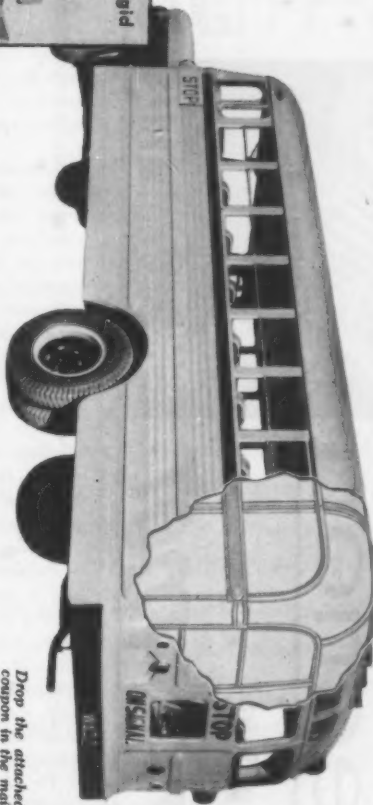


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Teacher Qualifications Are Too Low, Commissioner McMurrin Tells School Boards

PHILADELPHIA. — Only persons of genuine high ability, intellectual and otherwise, should be permitted to teach. That was the opinion voiced by the U.S. Commissioner of Education, Sterling M. McMurrin, at the 21st annual convention of the National School Boards Association. Dr. McMurrin said this to more than 3000 who registered here May 4 to 6: We shall not have good schools until more college graduates from the upper 10 per cent of their class take up teaching.

Other convention speakers included: Congressman Walter H. Judd, who warned Americans not to be lulled to sleep by reports of naive visitors to Russia; Dean Walter A. Anderson of the school of education at New York University, who advocated eight ways of producing savings in school operation and construction; N.E.A. Assistant Executive Secretary Lawrence G. Derthick, who pleaded for integrity on the part of school board members; N.S.B.A. President Roy O. Frantz, who charged board members to invest school administrators with respect and needed authority.

Commissioner's Accusation. Commissioner McMurrin pointed an accusing finger at schools of education. Their standards are not high and broad enough, he said. Too often, students who have failed in other departments of the university are permitted to enroll in the school of education, and this is "all wrong," he observed. When deans of schools of engineering and medicine begin to complain that they are not getting enough high caliber students because students are enrolling in schools of education, then there will be an indication that real progress is being made, the commissioner said.

While no person, certified or otherwise, should be allowed to teach without a good liberal education, this objective presently is not a requirement of many schools of education, Dr. McMurrin said. Courses required of prospective teachers should include cultural psychology, social anthropology, and an understanding of our national culture, he emphasized.

Dr. McMurrin said that aside from upgrading education and teachers, the second most important goal at present is to bring education into line with our national goals. Our policies should not depart from our primary concern with individuals, he said, but education also pertains to the quality of the culture in which the individual lives.

Commissioner McMurrin said there is a softness in our whole society that is reflected in education, and on which we need to tighten up. The best way to do

this, he said, is to get busy with it in our schools. "We need more of what always has been good."

Congressman's Warnings. The keynote speaker was Rep. Walter H. Judd (R.-Minn.). He warned against being lulled to sleep by the fact that visitors to Russia find Russian people peace loving. This doesn't mean that their government is, he said. As to our exchange visitors program, Mr. Judd emphasized that this country sends anyone to Russia who wishes to go, whereas the Soviet Union sends to our country only carefully screened persons. We send tourists, students, teachers, preachers and businessmen, and they send professionally trained agents, he said. How can untrained amateurs deal with trained professionals, he asked.

To achieve an appreciated position in the world, Congressman Judd said, this country must do these things: Teach our children to understand not only what other countries say and do, but why they do these things; teach children about our own government and its history; teach children more about the nature of man and our heritage of freedom, and teach our children to make decisions and correct diagnoses.

Other thoughts expressed by Mr. Judd: We must develop in our children enthusiasm to cope with the Communistic dogma, which breeds self-effacing devotion. We should help our youth to understand that each Communist is not a bad individual as an individual. The difference lies in the basic philosophies of our two systems of life. The god of communism is history and ways to conquer the world. If there is no God, there is no moral order. If our individual liberties have not been given to us by God, but by the state, then it is the prerogative of the state to take the liberties away from us whenever this seems desirable to the officials. If we are not God-created creatures, but merely the smartest animals in the universe, then an entirely different set of values prevails.

Dean's Advice. The road ahead for public education in the 1960's is more clear and more hopeful than at any time in the last 50 years, Walter A. Anderson told N.S.B.A. members.

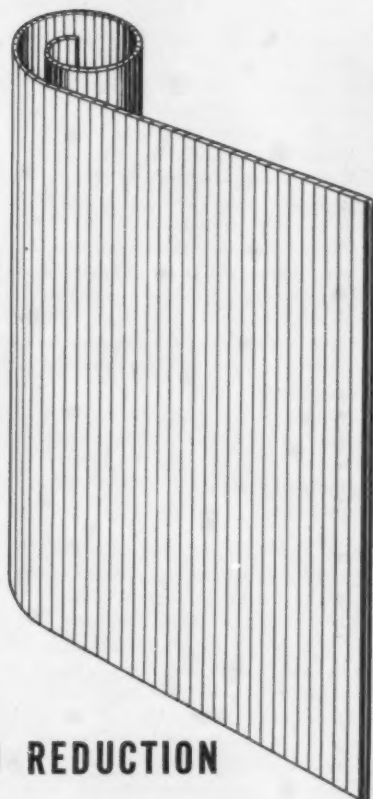
Reminding school board members that the cost of education probably would double during the next 10 years (from the present \$15 billion), the dean stressed that all possible financial aid must be tapped to meet the rising costs.

Referring to "promising sources of support," Dean Anderson said property taxes
(Continued on Page 78)

in old schools or new...



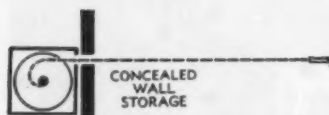
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School Boards

(Continued From Page 76)

in many communities still could be raised, although this source is fast approaching the critical stage. Special taxes of various kinds and state and federal income taxes seem to be the much more promising sources, he indicated.

Dr. Anderson told of studies made by 25 members of New York University which divulged more than 25 possible areas of savings in school operation without affecting the quality of education adversely. But most of these recommendations are controversial, and, therefore, not popular. Nevertheless, said Dean Anderson, the only way to economize in school costs is to economize. Toward that end he pointed to the following practices which, in his judgment, have the most promise of producing savings:

1. Eliminate nonoperating districts, consolidate small high school districts, and increase the size of administrative units.

2. Build small neighborhood schools for small children, using the principles of modular construction; construct small auditoriums and gymnasiums as teaching units, rather than as huge show places.

3. Take the profits out of education by putting the credit of the state behind school bond issues, by pay-as-you-go financing, by state insurance on schools, by state purchase of school sup-

plies and equipment, and by state printing of school materials.

4. Use machine accounting and data processing in local school units. (Find out about the equipment now, even though immediate installation isn't possible.)

5. Provide regional vocation schools and select for them only qualified students. ("One of the most expensive ways of taking care of the misfits is to enroll them in a vocation school.")

6. Utilize the newer aids of teaching, such as television and other audio-visual materials, teaching machines, and language laboratories.

7. Grant fiscal independence to the large cities, thus establishing fiscal and educational responsibility.

8. Encourage judicious use of less expensive teacher help, instructional secretaries, and other assistants to do some of the nonprofessional work of teachers and principals.

Educator's Plea. Lawrence G. Derthick addressed the banquet audience on "Trustees of the People's Faith." In that capacity, the N.E.A. officer said school board members are the trustees on strategy and resources for the public schools of the nation. As to their relation to the administrator, the former U.S. Commissioner of Education said board members can make a superintendent great or can break a great superintendent. He

pleaded with lay educators to uphold the superintendent's hand in the policy realm and not to get in his way. Let a feeling of well-being flow all down the line from the board to the child, Dr. Derthick urged.

Referring to the importance of federal aid for public education, Dr. Derthick said that in the case of federal support of impacted areas the administrative cost had been less than 1 per cent and that in not one instance had there been any intrusion by any federal bureaucracy. Stating that this country had "done a lot of fiddling while the house of education burned," Dr. Derthick warned that if the educational problems are not solved by the states, with federal aid, our country will get a national system of education.

The N.E.A. representative pleaded with board members to make a strong commitment to moral and spiritual values on which our nation was founded, and to set a good example for teachers and administrators by their personal integrity.

President's Charge. School board members have a unique role in education, Roy O. Frantz impressed upon members of N.S.B.A. in his presidential address. Mr. Frantz said it is the prerogative of school boards to make final choices. Often those choices are difficult because the problem is not a matter of choosing between good and bad, but one of selecting the best from many good possible ways to do things. "When we fail to exercise that function, we forfeit our leadership and leave the schools buffeted from every side and shifting with every wind," President Frantz said.

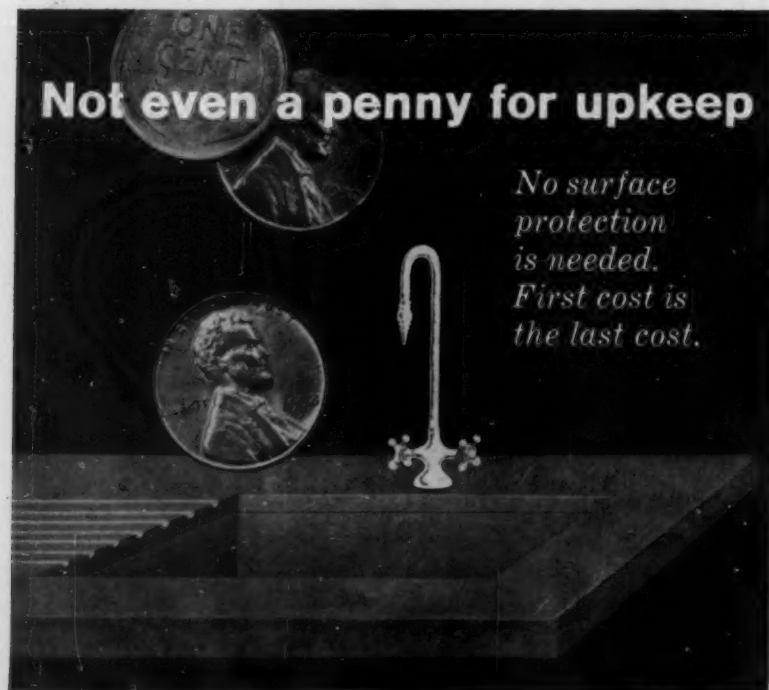
By and large, the provincialism of local school boards has been obliterated by the swift-moving events of the post-war years, Mr. Frantz observed. But international developments should not be the sole shapers of education in this country, he believes. Education should set its goals in terms of the needs of the children. Local and national interests need to be reconciled.

The three big problems school boards have to solve, according to Mr. Frantz, are: (1) learning to communicate with each other and with other groups in the community; (2) evaluating the program of education, and (3) developing a sense of urgency in seeing that these things are done. When communities are informed about what their school boards are doing, they nearly always give their support. But when the community is in the dark, when there is a vague feeling that something is wrong but nobody knows quite what, then one can look for the seeds of distress to grow, President Frantz explained.

We must give our children lasting gifts and not toys that will break at the first impact of adulthood, President Frantz counseled. — LEO E. BUEHRING

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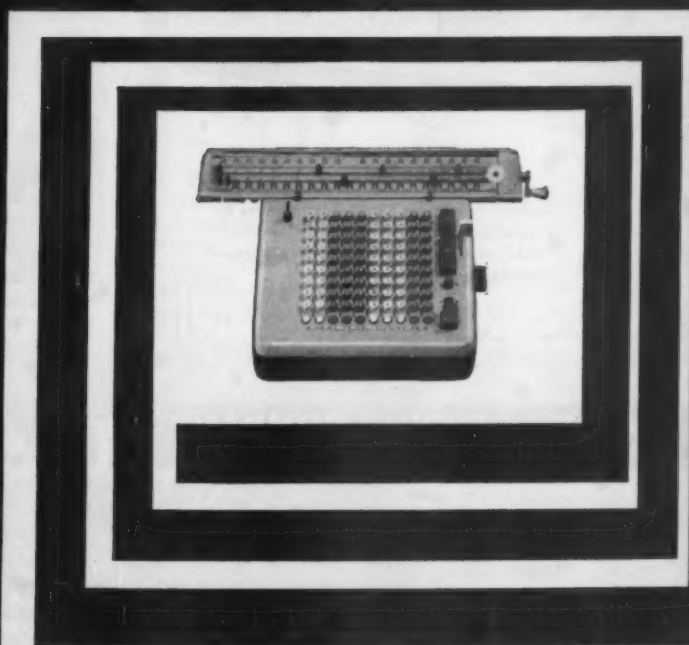
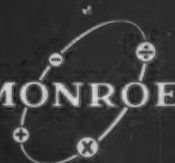
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Southeastern Views

(Continued From Page 64)

driver assigned to each truck. Mr. Moldenhauer stressed that the selection of the drivers should not be based entirely on their ability to drive a truck, but also on their potential in developing good interschool and interdepartmental relations by good work habits and dependability.

As further described, the service is as follows: At 7:30 a.m. the men report at the service building, loading mail and other items that have been placed in the central mail distribution

position. Items carried are limited to those which fit into the mailboxes at the central distribution point; they are 17 by 12 by 19 inches. The only exception is audio-visual equipment or a direct delivery order approved by the maintenance director.

The following types of materials are delivered by the mail service: audio-visual films, filmstrips and equipment; circulating library materials; circulating materials in science, social science, and language; the monthly payrolls, and all types of notices, bulletins, information, requisitions and correspondence between

schools and the various administrative offices.

Each school has a central point at which mail is received, usually in the clerk's office, next to the principal's office. Bags of mail are brought to this point by the driver, and returning mail is picked up for distribution on the following day. When the drivers return from their routes one will sort the returning mail for the following day and the other will make additional stops. Trucks are refueled, checked and made ready for the next day's run — about 125 miles.

The interschool service in the Fulton County school system is operated continually except for nine weeks during the summer, when operators are used for spot deliveries. More recently interservice has been initiated between the county schools and schools of the City of Atlanta, which embrace about 128 square miles and comprise the only school system in the county which is not a part of the Fulton County school system.

FEDERAL, STATE AID

Percentage of State Support Varies Widely in Southeast

The amount of federal funds now being received by the various districts of the 10 southeastern states comprising S.A.S.B.O., including money from N.D.E.A., is about 3 per cent or less of the total budget of these districts. Thus, M. C. Hall concluded, federal support is not important to the operation of schools in that area.

With federal funds thus accounted for, the assistant superintendent of Ouachita Parish Schools, Monroe, La., provided members with a chart showing the relation between local and state support for various types of school financing. A great variation in the amount of local and state support among the 10 states, and among the various districts within the individual southeastern states, was noted.

The local-state ratio as shown by the operational budgets of fairly typical districts within each state ranged from 20 to 80 per cent for Louisiana to 73.9 to 22 per cent for Virginia. With reference to support for the construction of school buildings, the chart showed state support ranged from none (in the case of Alabama, Louisiana, North Carolina, and Virginia) to 100 per cent in the case of South Carolina. (Cont. on p. 82)

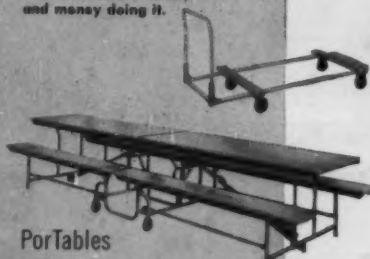
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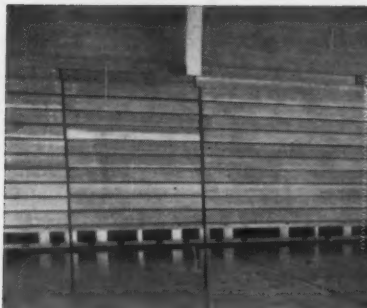
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Address _____

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(Continued From Page 80)

Southeast State Support Exceeds National Average

Kenneth Tidwell, Tennessee State Department of Education, Nashville, reminded members that the trend has been for state and federal governments to pay a larger percentage of the school budget and for local units to contribute a smaller percentage. Each one of the 10 states served by S.A.S.B.O. receives more federal funds for elementary and secondary schools than the U.S. average, and every state except Virginia contrib-

utes more state funds than the national average.

Mr. Tidwell explained that there are four types of federal and state funds apportioned for education: general purpose, special purpose, flat-grant, and equalizing.

Under the equalization plan the federal or state governments pay that part of the cost of the school program that cannot be met from a prescribed local effort, as calculated. The flat-grant method is a distribution of funds on a uniform basis with no allowance for difference in taxpaying ability. General purpose funds are

those that can be used to meet current items of expense, whereas special purpose funds are restricted to such purposes as transportation.

Most school finance experts believe, said Mr. Tidwell, that the equalization plan is a sound method of distributing both federal and state funds. However, if all federal funds were distributed on that basis, a number of the more wealthy states would receive no funds at all unless there were massive federal support. To a lesser degree this drawback applies also to states that have a great variation in wealth from one area to another, he explained.

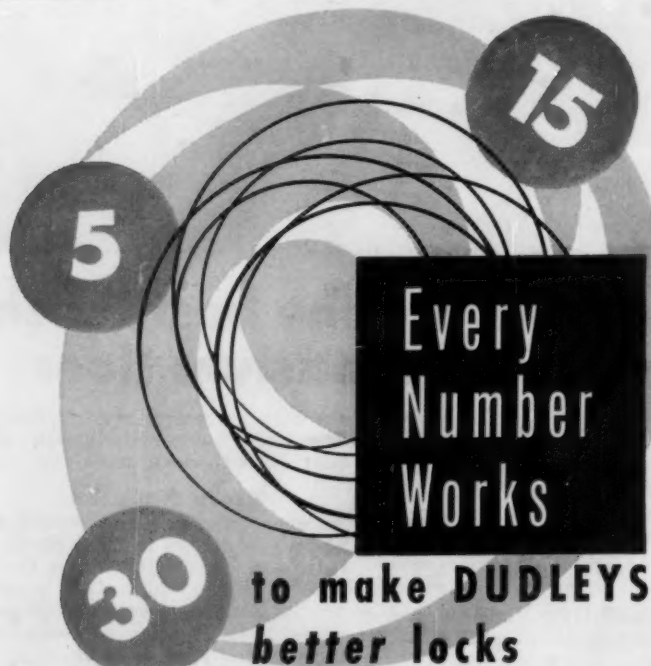
PLANNING . . .

Technology Will Keep Pace With New Teaching Methods

"Planning School Plants for Ever-Changing School Needs" was the topic discussed by George W. Holmes III. It would be wonderful, said the associate professor of education at the University of Virginia, Charlottesville, if someone came up with a formula that automatically would produce the ageless school plant, but, unfortunately, this is not likely to be created in the foreseeable future. This is so because the plants of the future are going to be just as ever-changing as will be the school needs.

Future spaces, Dr. Holmes predicted, would be convertible, versatile and expandable. Increasingly, multipurpose space will be coming into its own. So as not to shortchange future education, buildings of tomorrow must be envisioned as structures that will change daily, the Virginia educator said. This type of planning goes far beyond the lip service we have given to "flexibility" in the past.

Dr. Holmes said that to assure the best possible school homes for future children, school people today must insist on more long-range planning and must set aside enough time for the planning of specific projects. The greater the number of persons involved in the planning, the greater the chances are that an outstanding school plan will evolve, he stated. Also, there will result greater community understanding, not only of the plan but of education as well. In many communities a study of school plant needs has proved to be the springboard for a program of curriculum revision, he concluded.



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School Law

(Continued From Page 48)

school district "and ruled that the school district was not a municipal corporation with diversified powers, but a quasi-public corporation, 'the arm and instrumentality of the state for one single and noble purpose, viz. to educate the children of the district.' By contrast, the city was held to be possessed of police power, charged with maintaining the safety, health and general welfare of its populace — to be 'a miniature state' within its authorized sphere of action."

In another case [Smith *versus* Board of Education of City of St. Louis, 359 Mo., 264, 221 S.W. (2d) 203] a somewhat similar issue — the conflict of power between the city and the school district or board to regulate school cafeterias — was before the court, and it was decided similarly. In this case, the city ordinance gave to the city the right to inspect and regulate all restaurants. The statute gave to the school district the right to operate school restaurants and made the commissioner of school buildings responsible for the sanitary conditions of such restaurants.

While not drawing any distinction between the city's possession of police power and the district's lack thereof, the supreme court held the city had the right to regulate the district's lunchrooms on the ground that "the legislature had not 'expressly and specifically' given the school board 'full duty to attend to these responsibilities.'"

In making its defense, the defendant relied on several cases which the court rejected as not being *apropos*. In one of these (Board of Education of City of St. Louis *versus* City of St. Louis, 267 Mo., 356, 184 S.W. 975) it had been held that the city could not prevent the district from constructing a school building with a type of ventilating system that did not comply with the city's building code. Because this decision was based upon a specific grant of power to the board "to design and maintain school buildings and the ventilating and sanitation thereof," the court rejected it as having application to the case before it.

Rejects Cases Cited by Board

Likewise, the court rejected another case [Hall *versus* City of Taft, 47

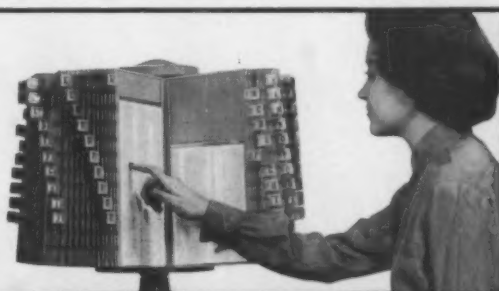
Calif. (2d) 177, 302 P. (2d) 574] in which a California court held that a city had no control over local school construction because of its interpretation of statutes relating to the authority of school districts. Again, the court disposed of another case cited by defendant [State *ex rel.* St. Louis Union Trust Co. *versus* Ferriss, Mo., 304 S.W. (2d) 896 (Mo.)] in which it was held that the Ladue School District could condemn a school site at a location zoned by the city for residential purposes, on the ground that the board's authority "to select,

locate and procure sites for school buildings" specifically gave it the power in question.

It also rejected another Missouri case (City of Fulton *versus* Sims, 127 Mo. App. 677, 106 S.W. 1094) in which it had been held that a city could not enforce its weighing ordinance against a dealer supplying coal to a state institution. It reasoned that this case had been decided on the premise that the state had retained to itself the right to operate its own institutions, and so the issue was not

(Continued on Page 86)

HOW TO SPOT JOHNNY AT 10:15



HOME ROOM	STUDENT	CLASS SCHEDULE					
		1	2	3	4	5	6
201	Johnson Thomas S	201	207	207	113	PE	101
113	Joiner Walter L	111	105	110	PE	201	113
215	Jones John G	210	203	202	115	100	PE
201	Jones Robert T	202	210				
206	Jones Mary	105	111	201			
205	Jordan Stephen D	102	109	PE	114	105	
110	Joseph William S	206	214	109	203	PE	214
203	Judges Thomas G	115	109	PE	207	210	213
106	Judkins William D	106	104	208	215	PE	=
106	Judkins William D	106	104	208	215	PE	214
205	Judson Carter	202	PE	205	204	205	110
113	Julian June	202	205	204	205	110	

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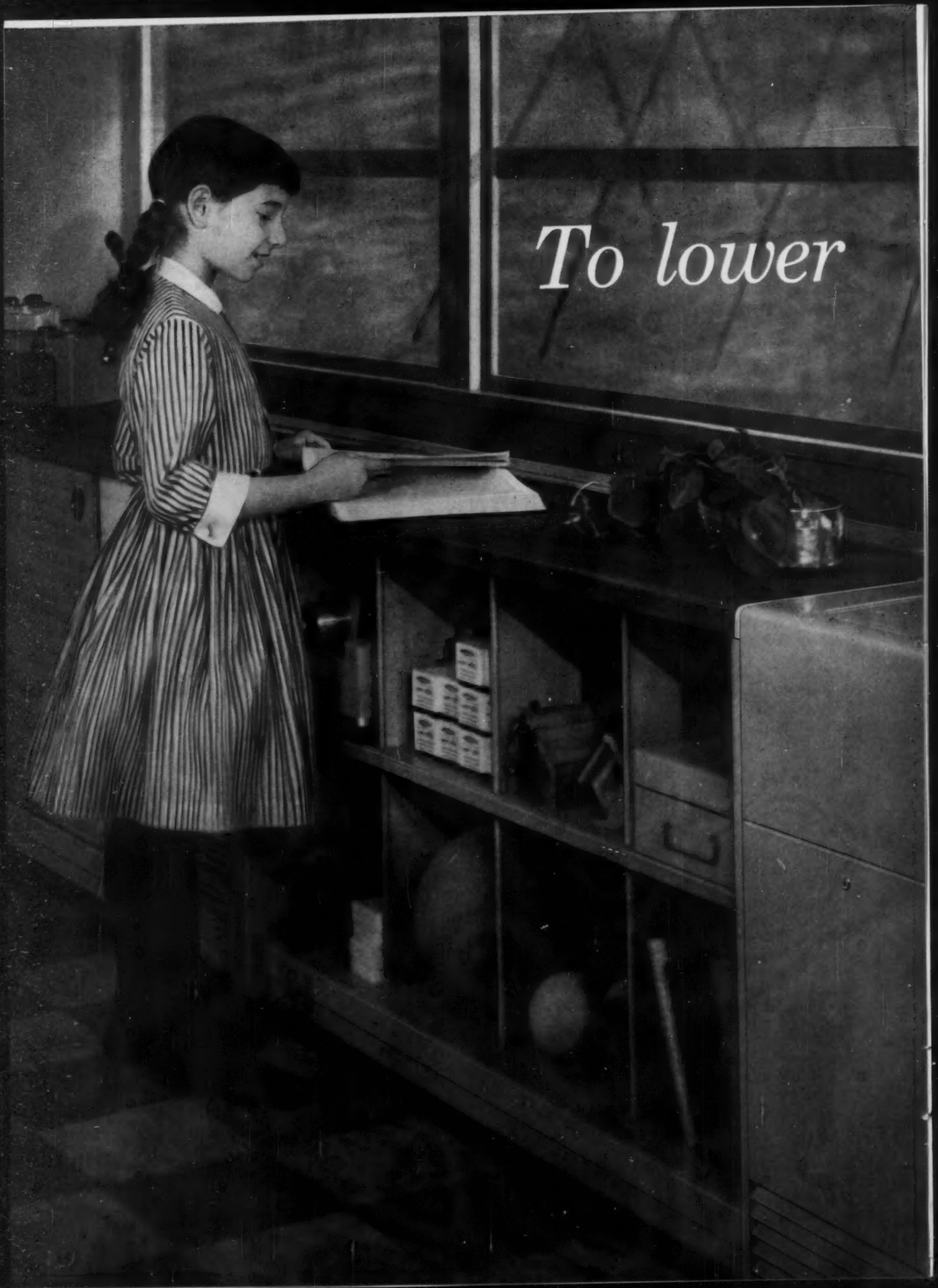
NAME _____ TITLE _____

SCHOOL _____

CITY _____

ZONE _____ STATE _____

To lower



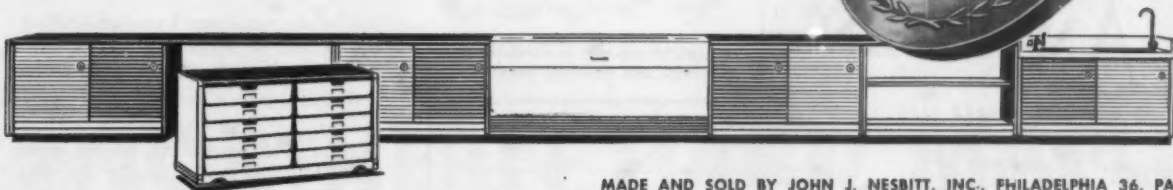
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School Law

(Continued From Page 83)

one as to the conflict of powers of two public corporations, but the superiority of the state over a public corporation of its own creation. In this line of reasoning, one of the reasons for the difference between the rulings of Missouri courts and those of most other states is revealed.

Some other courts, reasoning from the premise that education is a state function, conclude that the school district is an arm of the state and has virtually the same powers as does the state itself. Therefore, for any other public corporation to have power over a school district it must be clearly shown that the legislature so intended.

Health, Safety Versus Education

Finally, the court also rejected a Utah case (Salt Lake City *versus* Board of Education, 52 Utah 540, 175 P. 564) in which the issue was similar to the case at bar, and in which the court had held that the city had no right to enforce its building regulations on the school board. In so doing, it noted that the supreme court of Missouri had previously denounced this case, saying: "We are not disposed to here further analyze these opinions so ably reasoned and written; however, the tendency of decision in harmony with ours herein seems to us more likely to promote the public safety, health and welfare." In this quotation from the supreme court is found the second reason why Missouri courts differ from those of some other states. They appear to believe that other public corporations, which they may feel are closer to the people, are more likely to be trusted in matters of health and safety, particularly, than are school districts, which are created primarily for the purpose of maintaining public schools. How sound this is, is a matter of conjecture.

While it is believed that most courts would act to prevent other public corporations from controlling the actions of school boards in matters of school building construction and maintenance unless such corporations had been specifically authorized so to do by statute, others, especially Missouri courts, would not. The case considered here is important because it illustrates the reasoning followed by such courts. ■

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you get all five from



Curriculum Consultants

(Continued From Page 49)

oped each summer as the consultants and selected teachers worked together to collate, organize and write into the guides the material that had been developed during the year. And so the personal loyalty they once gave to the department head gradually shifted to their housemaster.

In due course the teachers began to accept the responsibility for some of the professional functions that had been borne by the department head, as we had hoped they would. For example, in a given school the housemaster and the teachers of a certain subject area meet at the start of the school year to determine upon which ones of them shall fall leadership in conducting staff meetings, in keeping the staff informed on current developments, in assisting new and substitute teachers, in preparing budget requests, in distributing textbooks, in coordinating visual and other instructional materials, and in distributing professional literature. This shared leadership, we believe, is important in the professional development of each teacher.

To date, advantages seem to be:

1. We are getting curriculum guides with a sequence for all grade levels in which a subject is taught.

2. Teachers are making good use of these guides because they themselves had a part in developing them and because the consultants help smooth any difficulties in operation.

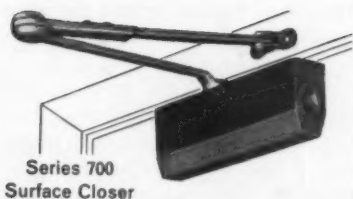
3. Both through the team approach of the consultants and through the house plan of organization, the scope of our teaching has broadened; interdisciplinary overtones are frequent.

4. We have developed a curriculum center to which teachers come for materials and assistance.

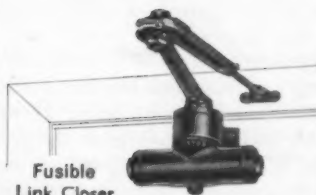
5. The consultants can work with teachers and arouse no fear of the supervisory implications inherent in the department head relationship.

6. Our consultants are available to interpret our school program to parents, the community, and other professional groups.

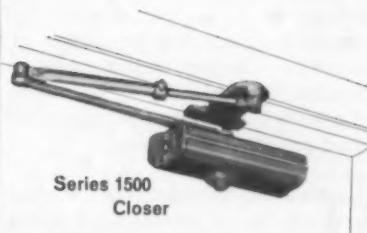
Our experience over the last five years has indicated that the personal contact of the consultants with teachers at all levels plus their responsibility for the total scope and sequence of their subject areas has resulted in a marked improvement in articulation throughout the system. ■



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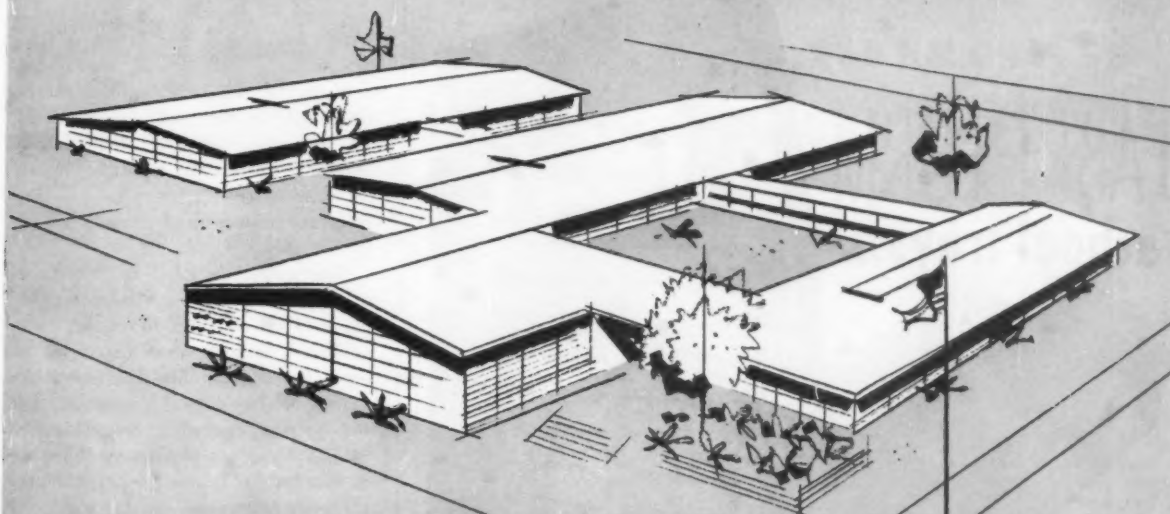


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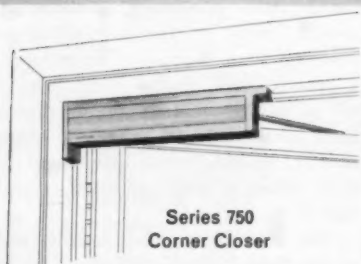


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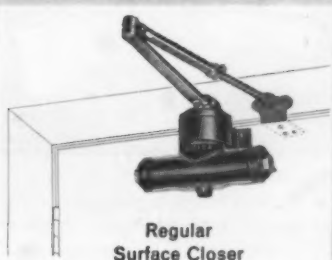
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How To Figure Future Need for Schools

(Continued From Page 47)

10 years, populations rise rapidly to perhaps 60 to 75 per cent of the community's expected population at saturation. The end of this period is signaled by a decline in the curve of growth as it flattens and moves toward saturation of the area.

Saturation, the third stage, is characterized by a return to a much slower rate of growth to complete the S-Shaped Curve of the whole pat-

tern. The slowdown results from a number of factors: (1) The exhaustion of large parcels of land attractive to the large-scale developer sets a more deliberate pace as small developers and individual builders proceed to fill in the remaining space; (2) oversights and shortcomings in the planning of public service facilities, such as thoroughways, storm sewers, water and sewer mains, are discovered and corrected; (3) large estates may give

way slowly, and last-ditch speculators hold out lots and acreage; (4) land encumbered with decades of litigation moves slowly into the market as the grim reaper assists the courts. These and other factors extend the time-span of this phase of the cycle to perhaps a quarter of a century.

Saturation, as the term is used here, implies only preliminary saturation, and refers to the initial conversion of land from rural to urban uses, primarily for residential purposes. Therefore, the saturation phase does not define the end of all change, but only the beginning of a new cycle — one which is essentially urban in character — detailed consideration of which is beyond the scope of this article.

However, the new cycle might be described as the replacement cycle, i.e. the replacement of single family dwelling units with multiple family dwelling units (apartments) and concomitant business and commercial developments.

Saturation, as used in the sense of exhausting the population holding capacity of an area, has never been achieved, because the capacity of an area is limited only by man's ingenuity. This capacity certainly has not been exhausted in San Francisco at 18,000 people per square mile, nor in Manhattan Island at 100,000 people per square mile.

These observations suggest that a working assumption of the S-Shaped Curve for predicting community growth serves a useful function in planning future schools. Furthermore, a known piece of the curve, plus a set of additional assumptions drawn from knowledge of a specific community, should permit assignment of time values at each projected critical turn of the curve.

The assumption needs testing, and at the School Planning Laboratory at Stanford University a beginning has been made toward gathering empirical data for such a test. The reactions of other researchers in the field will be welcomed by this group.

It should be noted that these observations are based on relatively "normal" suburban growth, and the comments made here will not be particularly helpful to school planners faced with the Park Forests and Levittowns of the future. For others, however, these comments may reduce, in some small measure, reliance on the crystal ball. ■

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What N.D.E.A. Can Do

(Continued From Page 45)

ing them with the new content, new methods, new materials, and new media essential to quality instruction.

5. Provided the resources for state departments of education to make available to local school districts the leadership talent of the nation in the areas of mathematics, science and modern foreign languages. Such talent has been employed by state departments of education on both a full-time and part-time basis to work with state department staffs and local school personnel. They have come from universities, colleges, government, industry and commerce.

6. Enabled school districts to increase the number of counselors and other guidance personnel and to support an over-all guidance program which will give greater assurance that we are identifying the talented people of the nation and guiding them into educational pursuits that will enable them to realize their maximum potential and make their maximum contribution to society.

7. Provided funds to enable state departments and local school districts to conduct research, to experiment, and to open new frontiers of learning. The impact of N.D.E.A. after only two years already has made major contributions at all levels in the public schools and in all areas of instruction.

8. Encouraged research in new media, such as television (both open-circuit and closed-circuit), teaching machines, and new electronic devices. Many of the problems facing education in the next decade will be answered in part or in full by the results of such research.

9. Led to new developments and expansion in programs preparing much needed manpower for technical fields of employment. As we move into increased automation, these developments will become increasingly significant.

10. Demonstrated that there can be federal aid without federal control. The relationship between the U.S. Office of Education and state departments of education has been a healthy one, with cooperative planning and implementation of the provisions of the act present at all times. At the outset, the then commissioner, Law-

rence Derthick, involved both state school officers and local school personnel in interpretation of the act, in the drafting of regulations, in the development of reporting forms, and all other aspects of the program.

11. Provided funds to local school districts for the purchase of much needed equipment and materials.

This is referred to last purposely, for it is, in fact, the least significant contribution of N.D.E.A. The intent of N.D.E.A., again, was to improve the quality of instruction, *not* to buy equipment. The process a district

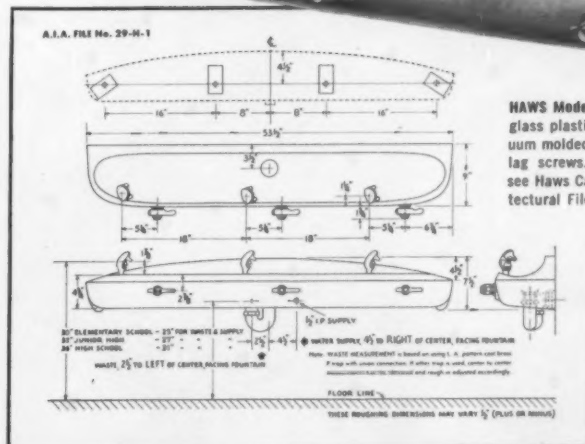
goes through in order to determine how it may best improve instruction is much more important. The identification of the equipment needed is only a final step and would make no real contribution to instruction without the former.

Making History. First to win the N.E.A.'s Hilda Maehling Fellowship are James W. Kanthak, eighth grade teacher of mathematics in San Carlos, Calif., and Thelma Overbeck, teacher in Evansville, Ind. The fellowship is offered by the Department of Classroom Teachers in honor of its first executive secretary.

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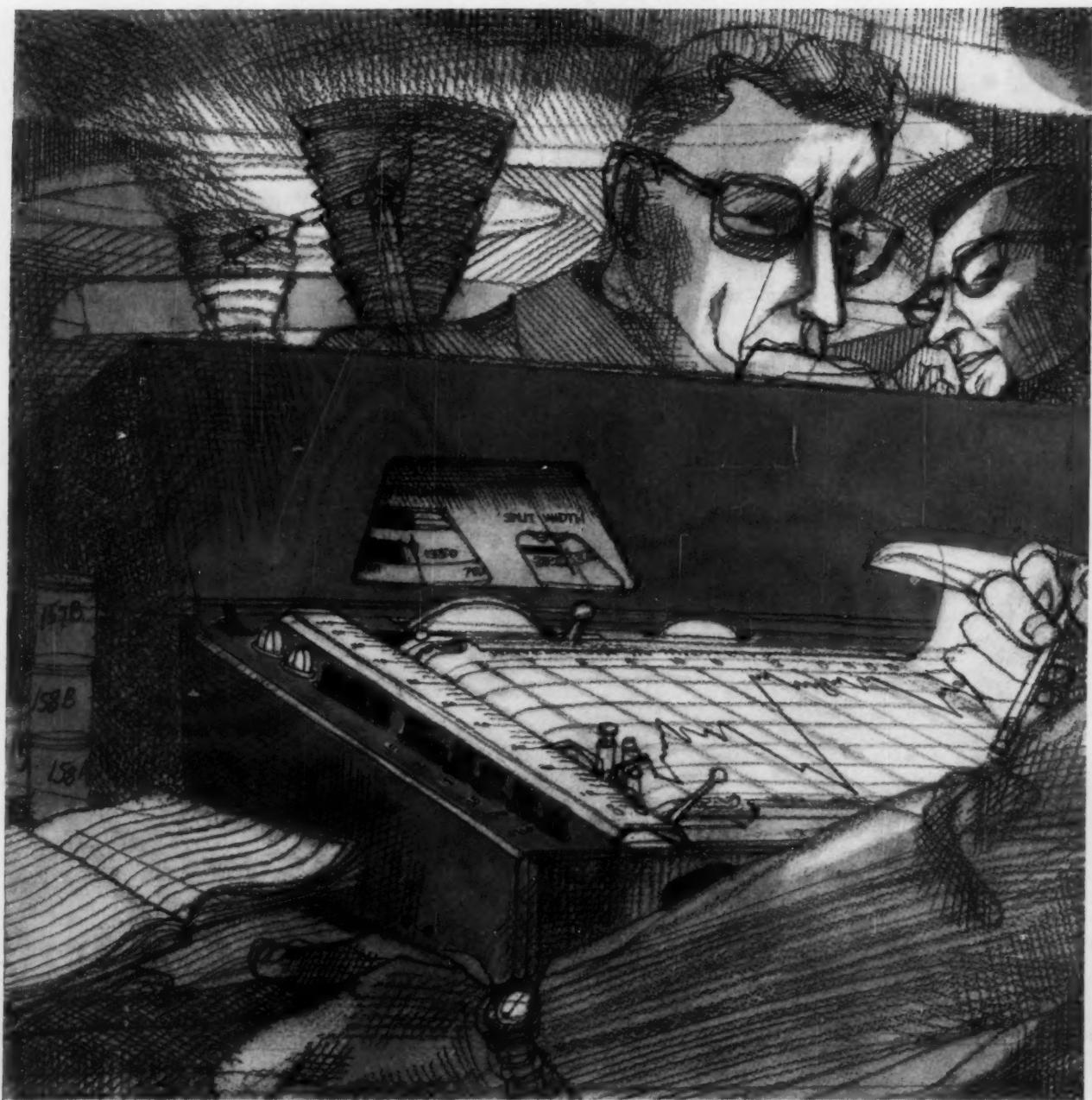
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School Lunch

(Continued From Page 62)

Saxe Junior High School in New Canaan uses the *wave* system. Here also all students are assigned to the cafeteria at lunch time. Serving begins at 11:49, with two groups of seventh graders being assigned to the cafeteria from classes. They go in two "waves." The second group is served lunch at 11:52.

While waiting for their scheduled lunch period, which begins at 12:19, eighth graders are assigned to their homerooms, outside or other miscellaneous activities. When the seventh grade has completed eating at 12:16, the first of the three eighth grade groups goes to the cafeteria. Next is Group II at 12:22, finally Group III at 12:25. Lunch period ends at 12:49 for all eighth graders. Next class period is scheduled for 12:52.

Seven people comprise the staff in the junior high school. There are two student helpers. One sells milk; the other works in the dishroom. One teacher supervises. This cafeteria can accommodate the 548 student enrollment, with cafeteria prepared Type A lunches being served to 330

— when the *wave* system is used. The cafeteria seats 204.

Classes come to the cafeteria under this system in a steady flow. This method of serving permits scheduling of club activities during the lunch hour, making no interruptions in class periods necessary during the school day.

Minor complications that can develop from use of this system are in proportion to the degree of adherence to the schedule. If students eat too slowly, seats are not immediately available for the next "wave" of students. Disadvantages of this system are: (1) Cafeteria tables cannot be cleaned between seatings, and (2) the counters must be refilled during serving time.

• • •

WESTPORT has about 600 students in each of two junior high schools and 1100 in the senior high. Fifty-two per cent of the enrollment take Type A lunch; sandwiches and salads are available a la carte.

Staples High School in Westport uses a combination of the sequential wave and overlap systems. Students eat in four groups. The first lunch is

served from 11:20 to 11:45; second lunch is served from 11:35 to 12:00. This second group begins to come to the counter before all of the first group have left the dining room. The third lunch is from 11:45 to 12:10; the fourth lunch is served at 12:00 and lasts until 12:25. Thus, serving times are staggered, but there is about a 10 minute overlap in the lunch periods to permit each group to finish eating.

Smaller groups are used in the junior high schools since enrollment is smaller. As a result the time lapse between servings is smaller, ranging from 2 to 5 minutes. Length of the junior high school student's lunch period is 20 minutes.

Bedford Junior High School in Westport has further organized its cafeteria service. There the students in each homeroom are assigned to certain tables. There is some shifting of rooms, but the number of pupils remains the same. ■

On the Shelf

(Continued From Page 28)

new ideas, media and procedures. He takes special interest in team teaching programs pioneered by Dean Keppel of Harvard. He sees them rewarding career teachers as they should be rewarded, and at the same time, solving many of the problems inherent in "merit promotion" and providing a genuine apprenticeship in teaching technics.

More Method, Less Badness. Abandoning the usual pitch, the author says that we need more, not less, training in methods. The trouble is that the present methods courses are too largely given over to the repetitious enunciation of principles, some of them dubious. They never really get down to *the way* to teach. It is *technics* and know-how that we lack. The new tools, films, recorders and playbacks, television and teaching machines may so far specialize in planned teaching as to give us a taste of and zest for better technics.

I like this man Mayer. If he is an angel, he is certainly not a timid one. He challenges us to get up off our respective fannies [*haunches*, if the editor prefers]. At the same time, and more than the reader who only skims the book will ever realize, he recognizes the good things that teachers and schools are doing and pays them the compliment of believing that they can and will do better. I am sure that he is prepared to take the pokes that are bound to come when one flings the chips so generously and so far as Mr. Mayer does. ■

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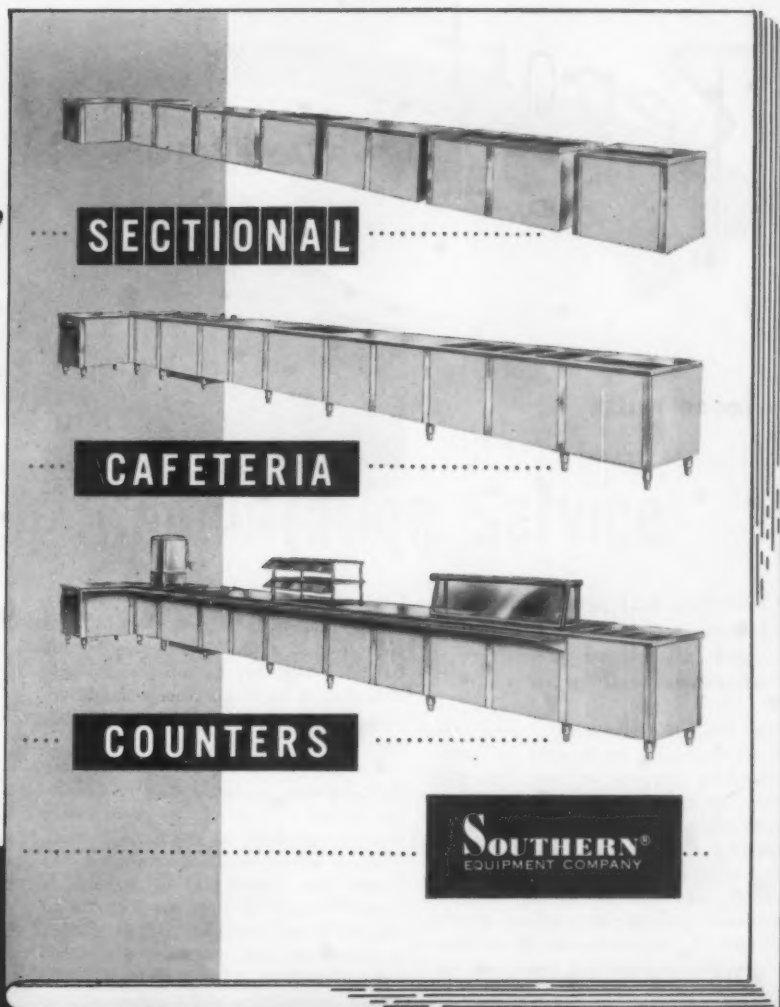


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Report

from WASHINGTON

By EDGAR FULLER



CONSTITUTION HALL

SCHOOL AID bill would give billions without strings. Funds could be used for all costs of maintenance and operation.

On May 25 the Senate passed the School Assistance Act of 1961 (S. 1021) authorizing payments of more than \$2.5 billion to the states for public school construction, operation and maintenance, including teachers salaries, during the three years beginning July 1, 1961. The roll-call vote was 49 to 34, with 41 Democrats and eight Republicans for the bill and 12 Democrats and 22 Republicans opposed. Including pairs and announcements of position on the bill, all senators except one expressed themselves as 59 favored and 40 opposed the bill.

Several substantial changes were made in the original S. 1021 as introduced by the Administration. Prior to the Senate debate, the leaders of Senate and House agreed to substitute "school-age population" for "average daily attendance" in the formula for allocation of funds to the states. One purpose was to give all public school taxpayers complete equity in states with large private school populations, thus lightening the relative public school tax burdens of taxpayers supporting private school pupils. The change would result in the allocation of more money to certain large Eastern and Northern states, but this the Senate and House leaders offset in favor of the other states by increasing the equalization factor from two and one-half to one to three to one.

Another reason for the change from "average daily attendance" to "school-age population" was that the use of locally derived average daily attendance data, rather than the more objective school-age population statistics of the Bureau of the Census, would provide

federal fiscal incentives to pad the rolls. In addition, if average daily attendance were used it would be necessary for the federal government to impose a uniform definition of the term, because definitions and, especially, attendance record practices vary from state to state.

Except for a minor amendment fixing the allocation to the District of Columbia at the average of the states rather than as computed on the formula itself, only one amendment was adopted on the Senate floor. Introduced by Republican Senator Prouty of Vermont with strong support from chief state school officers, it broadened the purposes for which federal funds may be used from public school construction and teachers salaries to include *all costs of maintenance and operation*. Thus the bill became one of general support legislation with state and local freedom of choice, rather than one providing for two large categorical aids. The amendment also made voluntary — rather than mandatory as the bill provided — the authorized use of 10 per cent of the funds for special educational projects.

AMENDMENTS to provide loans for private school construction and to permit states to deny funds to segregated schools did not pass.

The vote on the Prouty amendment was 51 to 39, with 42 Democrats and nine Republicans supporting it and 18 Democrats and 21 Republicans in opposition. The Kennedy Administration was neutral, but the floor manager, Senator Morse of Oregon, supported it.

By majorities averaging more than two to one, the Senate rejected amendments, as follows: to authorize taxpayer suits against unconstitutional expenditures of funds; to substitute a bill grant-

ing college scholarships and tax credits for local property taxes paid for public school support; to provide loans for private school construction for three years; to restore "average daily attendance" for "school-age population" in the formula; to limit the administrative costs of the program to \$1 million annually; to authorize withholding of funds from any state for failure to desegregate its schools; to bar withholding of funds from states having segregated schools; to reduce the authorization to the original \$2.3 billion, and to substitute bills authorizing use for school purposes of certain designated federal income or excise taxes paid in the states.

Before you read this, the House of Representatives probably will have acted on a somewhat similar bill. If its verdict is favorable — at this writing it's considered a 50-50 chance in Washington — the final form of the legislation will be written in the joint Senate-House conference committee.

NEW U.S.O.E. report recommends drastic changes in organization and scope of U.S. Office — and not too subtly.

A trial balloon* on the "mission" and organization of the U.S. Office of Education has been hoisted and already is under heavy fire from within and outside the U.S.O.E. As a trial balloon it is perfect because everyone, other than the committee of career U.S.O.E. officials who wrote it, can disclaim responsibility for it. Otherwise it leaves much to be desired.

Former Commissioner Derthick appointed the committee and arranged for its work. Commissioner McMurrin inherited these arrangements and the committee's report, although there was time to adjust the report to his ideas and to those of H.E.W. Secretary Ribicoff. Whether this was done we do not know.

The recommendations are in two parts: (1) the mission proper for the U.S.O.E. over the next decade, and (2) an expanded federal education agency with increased governmental status, funds and authority to carry out the mission. Many of the recommendations could be implemented modestly within the present legal structure and budget of the Office through internal rearrangement and redirection. Congressional action would be necessary, however, to raise the governmental status and budget sufficiently to put a new federal education agency in the insulated educational driver's seat, as the committee hopes.

The recommended "mission" is largely a repetition of that recommended in the

(Continued on Page 98)

*Bulletin OE-10010, April 1961.



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Report From Washington

(Continued From Page 96)

administrative survey of the U.S.O.E. made by the Public Administration Service in 1950. The major idea is to avoid the frustrations that arise out of impacts from the numerous professional interests in education, especially the necessity of having federal action reflect the compromises among these interests that characterize democratic government in education. A large staff at the federal level would think hard, identify educational problems, and move to solve them.

No longer would the emancipated federal education agency be "other-directed" as the committee says it was from 1867 to 1942. The committee speaks in the past tense: "... the Office of Education had, during this period of its development, a clear responsibility to assist educators throughout the nation to do their work as they saw their work."

The U.S.O.E. is said to have developed in the last decade the three major new responsibilities of carrying out established federal policies (administering federal laws) and serving as the federal government's educational "auditor" and its agency for international education. Says the committee, "All three of these new major functions point to... a fourth — extensive involvement in the formulation of national policy."

The new federal education agency would go directly to the people to promote the cause of education. "Indeed it must do all in its power both to hear the voice of the people and to speak to the people on matters of education. It must... be an office of education, not an office of educators." The committee criticizes the current functions of the U.S.O.E. because they are said to have "led not infrequently to the charge that the Office of Education was too professionally minded to render staff assistance in the formulation of public policy."

PROPOSAL is that U.S.O.E. initiate and formulate broad national policies in education as an aid to the President.

The committee "will urge action to insure that the Office of Education is prepared to render vastly increased staff services to the President (and through him to the Congress and the American people) in the initiation and formulation of broad national policies in the field of education." The President traditionally has made general announcements and recommendations on education, but in a practical and substantial sense the word *President* as used here is a euphemism for the executive branch of the federal government, especially the Department of Health, Education and Wel-

fare and the proposed new federal education agency.

In the 1950 report of the Public Administration Service the issues were posed more frankly: "Although the Office has reposed from the beginning in a deep-seated conviction of the importance of education to the nation, it has also had, hovering over it from the moment of its inception, the widespread apprehension of federal control of education. This fear was reflected in the debates in Congress in 1866 and has reappeared in countless guises during every year of the agency's existence." Then the 1950 report cites a statement of the Office's purposes and functions prepared by Commissioner James Earl McGrath as follows: "... these two forces, concern for education and concern for local and state autonomy in the control of education, together shape one of the more formidable dilemmas of the Office of Education. That dilemma quite importantly defines the purposes and functions of the Office; it is an agency which must work primarily through state and local educational agencies, and its methods must always be free from any taint of 'federal control,' while at the same time it must effectively serve the educational purposes and interests which, in the minds of the people, are of supreme importance." The euphemisms scattered throughout the 1961 report to substitute for what was called "control" in the 1950 report are numerous indeed.

OBJECTIONS to report are many and will continue. It is an attempt at federal control, says one state school chief.

State and local educational officials, and professionals as well, have long favored a strong and efficient U.S. Office of Education. But the committee's report and its general tone will be found widely objectionable. Not many educators will go as far as a chief state school officer who wrote: "This is an incredible and crass attempt to develop a federal control of education which has no precedent in the history of the United States." However, there should be a balance struck between the rapidly growing U.S.O.E. as it is and what the committee would like to have it be. ■

BOARD MEETING

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And probable showers,
While keeping the minutes,
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— Stephen Schlitzer

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New Teacher Supply Is Not Enough, Says N.E.A.; **Cites Gain in Proportion of Math, Science Teachers**

WASHINGTON, D.C. — Prospects for relief from the nationwide teacher shortage remain unchanged despite the fact that 139,061 graduates will be eligible for teaching this fall — a 6.8 per cent increase over last year. An N.E.A. report shows that for several years the total number of new teachers employed has just about accounted for replacements and expanded enrollments.

The "realistic" new supply totals about 102,000 teachers, with 58,000 going to high schools and 44,000 going into elementary schools, according to the "Fourteenth Annual National Teacher Supply and Demand Report," released by the research division of the N.E.A. These figures are "based on experience which indicates that only 68 per cent of the newly qualified high school and about 82 per cent of the newly qualified elementary school teachers will actually enter classroom service in September," the study said.

An increasing proportion of the new

supply is in the areas of the greatest shortage. The promised gain in foreign language teachers is greatest — 26.5 per cent; in math teachers, 18.2 per cent; in science teachers, 15.9 per cent, and in English teachers, 14.7.

The limited supply of new teachers has not made possible any relief from overcrowding and half-day sessions, the addition of needed educational services, or the replacement of unprepared persons.

P.T.A. Urges Expansion **of Alcohol Education**

KANSAS CITY, MO. — Alcohol education received special attention at the 65th annual convention of the National Congress of Parents and Teachers held here May 21 to 24.

To guide the 47,000 local parent-teacher groups in the nation, the national board of managers adopted a pol-

icy statement calling for the presentation of scientific information on the use of alcohol and assistance to students in understanding relation of drinking to emotional problems. The statement also emphasized the home's responsibility for instruction on alcohol's effects.

Mrs. Clifford N. Jenkins, Roslyn Heights, N.Y., succeeded Mrs. James C. Parker, Grand Rapids, Mich., as president of the national congress.

Veteran Consultant of **Nation's Schools Dies**

NEW YORK. — A charter member of The NATION'S SCHOOLS' Editorial Advisory Board has died — Julian E. Butterworth, emeritus professor of educational administration, Cornell University, Ithaca, N.Y. He was 76 years old. He died suddenly and peacefully at work in his study, April 3.

Dr. Butterworth was appointed to the board of editorial advisers at the time The NATION'S SCHOOLS was first published in January 1928. He has continued as an adviser ever since and, for many years, has been a special consultant on rural education.

Dr. Butterworth had served as professor of secondary education and principal of the high school at the University of Wyoming and dean of the university's college of education. He accepted the position as professor of rural education at Cornell in 1919. From 1927 to 1944 he was chairman of its division of education and director of the school of education. He retired in July 1952.

Toll on Schools From **Major Fires Decreases**

BOSTON. — American schools and colleges achieved a significant gain in their fight against major fires in 1960, according to a report recently released by the National Fire Protection Association.

Large-loss fires — those over \$250,000 — dropped in both number and amount of loss. In 1960 there were 16 fires costing just under a total of \$6 million. Comparable figures for the previous year showed 20 fires and more than \$9 million in losses. Three of the schools destroyed were private, the balance public. No college properties were involved in major losses in 1960.

Prepared annually, the analysis does not include smaller fires, which bring the average yearly cost of all school and college fires to more than \$26 million.

Elimination of such losses can be accomplished, the association said, through proper design of buildings and through use of protection equipment like automatic sprinklers and alarm systems.

From All Around . . .

Roman Catholic high schools in the New York Archdiocese have joined public schools in a clamp-down on senior proms because of their expense and elaborateness. This social activity now is restricted to school premises or nearby church facilities. . . . **Peace Corps** assignments that have been announced include a road survey project in Tanganyika, a rural development program in Columbia, and supplying English and science teachers to the Philippines. . . . **The new Soviet man** is being trained in a new type of boarding school where he is admitted as an infant, and turned out as this new man 17 years later. By 1965 total enrollment in boarding schools is expected to be 2.5 million.

Speaking of communism — its evils will be taught to high school students in Florida in a 30 hour course called "Americanism versus communism." Expected to become a law, the bill passed by the state legislature will make the course mandatory in September of 1962. . . . **Ohio's Amish** schools in Hardin County will not have to close for not meeting the state's educational standards. The state supreme court refused to validate an injunction the county board of education had obtained in the lower courts. . . . **New lunchrooms** in urban school systems now without lunch services are expected by 1963 to expand food purchases by about \$2.5 million

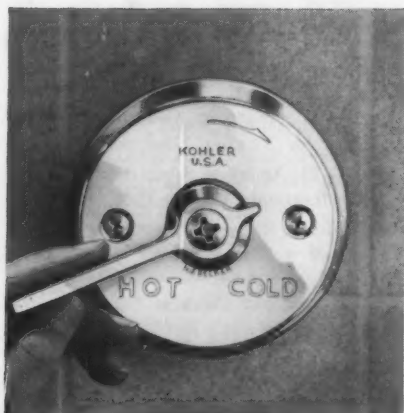
annually, according to a U.S.D.A. report.

The "hall of education" at the New York World Fair in 1964-65 will consist of a large auditorium surrounded by classrooms where students and teachers will perform "live." The proposed building is expected to cost \$2 million. . . . **County school teachers** in Maryland now must take an extra year of study after 10 years of service in the first teacher accreditation amendment since 1922. . . . **Some 56,000** school children in New York City were treated to chicken dinners in their school lunchrooms recently. The chickens were distributed by the U.S. Department of Agriculture.

In Atlanta this fall school buildings and grounds will be off limits for TV, radio and newspaper reporters when integration begins in the 11th and 12th grades. Supt. John W. Letson says restricting the coverage of newsmen is an attempt to keep order and a normal atmosphere. . . . **Askov, Minn.**, reduced the cavity rate of its school children's teeth in a 10 year dental program involving twice daily brushing of teeth in school, controlled diets, fluoridation of water, and x-rays. . . . **The Comparative Education Society** sponsored a visit by five Soviet educators recently. They spent a day at Teachers College, Columbia University, to learn more about teacher training and the education of children and youth in the United States.



Temperature at her fingertips



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Boys and girls love Niedecken mixers—the single handle control makes showering faster, more pleasant. No fumbling for the right temperature. No too hots or too colds.

Maintenance men praise them. Rugged as the senior fullback, the Niedecken is built for rugged service. They're tamperproof too—and parts that might need maintenance are easily accessible from the front. All brass construction means longer life, maximum resistance to corrosion.

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New A.H.E. President and Committeemen Are Chosen

SYRACUSE, N. Y. — Roy A. Price, professor of social science and education, Syracuse University, has been elected president of the Association for Higher Education, N.E.A.

Three new members of the executive committee also were announced to serve June 1, 1961, to June 1, 1964. They are William H. Conley, educational assistant to the president, Marquette University, Milwaukee; Kate Hevner Mueller, professor of higher education, Indiana University, Bloomington, and William R. Wood, president, University of Alaska, College.

Dr. Price succeeds Arnold E. Joyal, president of Fresno State College, Fresno, Calif., as president of the association for a one-year term, effective September 1.

Secretary Ribicoff Wants Federal Aid for ETV

WASHINGTON, D.C. — A \$25.5 million federal boost to educational television was requested recently by Secretary Abraham A. Ribicoff of the Health, Education and Welfare Department. At the same time he scolded commercial stations for being "derelict in what they've given the public."

Secretary Ribicoff said that states or

organizations sponsoring new educational television facilities should be required to match the federal grants on a 50-50 basis. He also suggested authorization of a \$500,000 expenditure to finance studies of ETV.

Underground School To Be Tested in New Mexico

ARTESIA, N.M. — An underground elementary school will be ready for use by some 500 pupils here next January in an experiment to test the effects on children of such confining quarters, minus windows, natural air, and so on.

The school also will be equipped as a civil defense shelter for housing 2000 persons for two weeks. (This community is located 30 miles from a strategic air base in Roswell.)

Cooperating in the test are the University of New Mexico, the local community, and the federal government. The community is providing funds for the school; the government is assuming the \$125,000 additional cost of the civil defense installations and underground construction.

Seminar for Administrators Set for Europe, 1962

WASHINGTON, D.C. — Twenty American school administrators will participate

in a special educational seminar to be held in Europe next year, February 11 to April 14. A study of the school systems of Italy and The Netherlands will be included.

Administrators also will have a chance to confer with administrators in these countries and hear lectures on social and economic conditions there.

Announcement of the international seminar came from the Department of State, the Board of Foreign Scholarships, which selected the participants, and the U.S. Office of Education.

Coming Events

JULY

22-25. National Audio-Visual Association, Inc., Chicago.

30-Aug. 3. American School Food Service Association, Denver.

AUGUST

20-25. National Conference of Professors of Educational Administration, Berkeley, Calif.

SEPTEMBER

29-Oct. 4. Department of Rural Education, N.E.A., Pittsburgh.

OCTOBER

2-6. National Council on Schoolhouse Construction, Atlanta.

7-12. Association of School Business Officials of the United States and Canada, Toronto.

NOVEMBER

22-25. National Council for the Social Studies, Chicago.

FEBRUARY

14-17. American Association of Colleges for Teacher Education, Chicago.

17-21. American Association of School Administrators, Atlantic City.

24-28. National Association of Secondary School Principals, St. Louis.

MARCH

4-8. Association for Supervision and Curriculum Development, N.E.A., Las Vegas, Nev.

25-29. National Science Teachers Association, San Jose, Calif.

25-30. Department of Audio-Visual Instruction, N.E.A., Kansas City, Mo.

26-30. Department of Elementary School Principals, N.E.A., Detroit.



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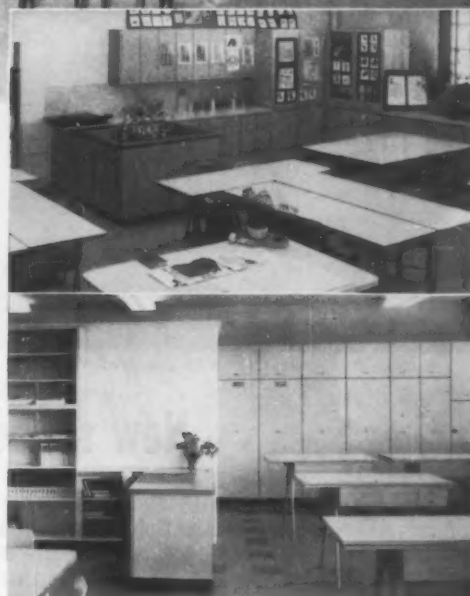
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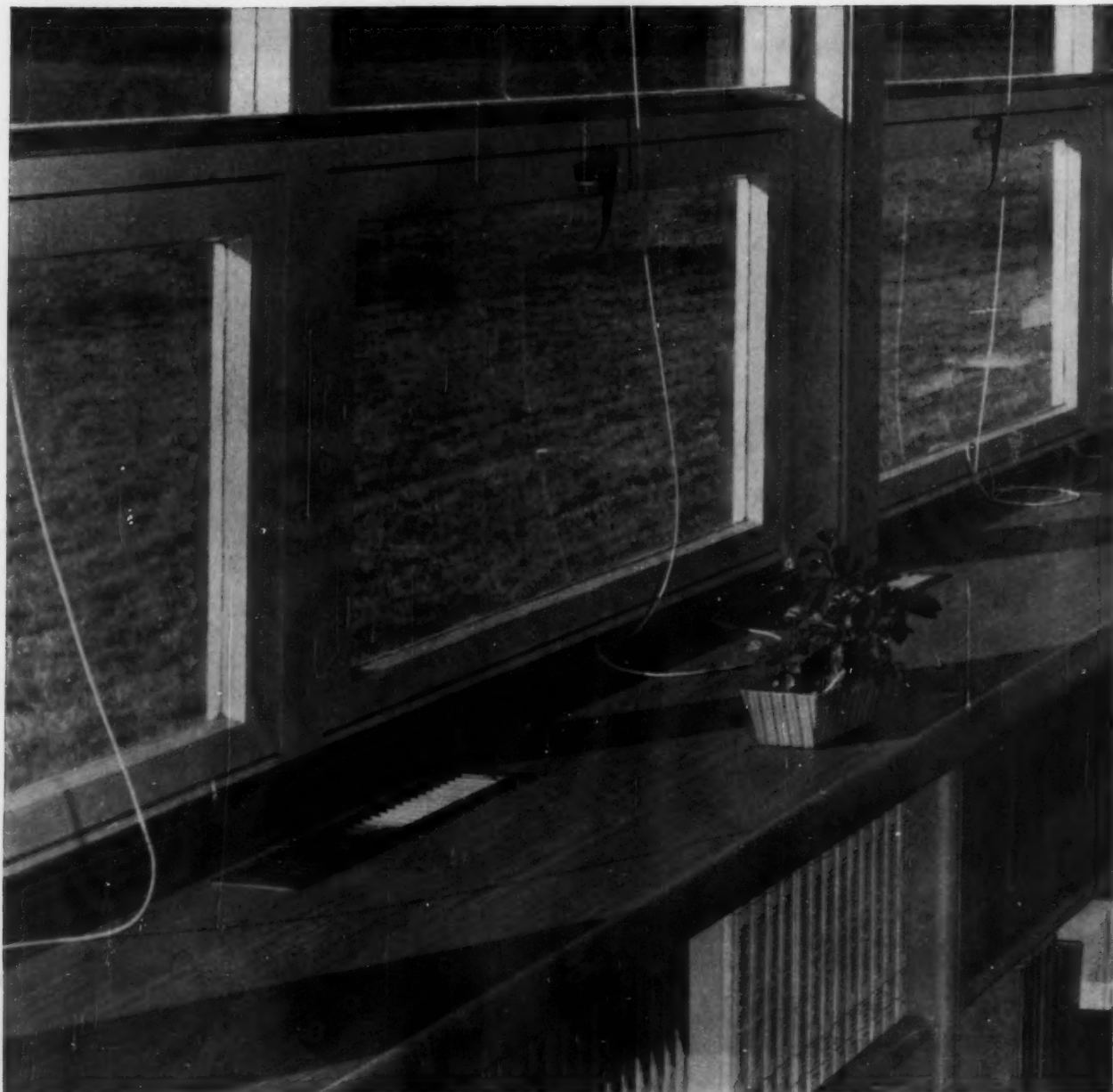
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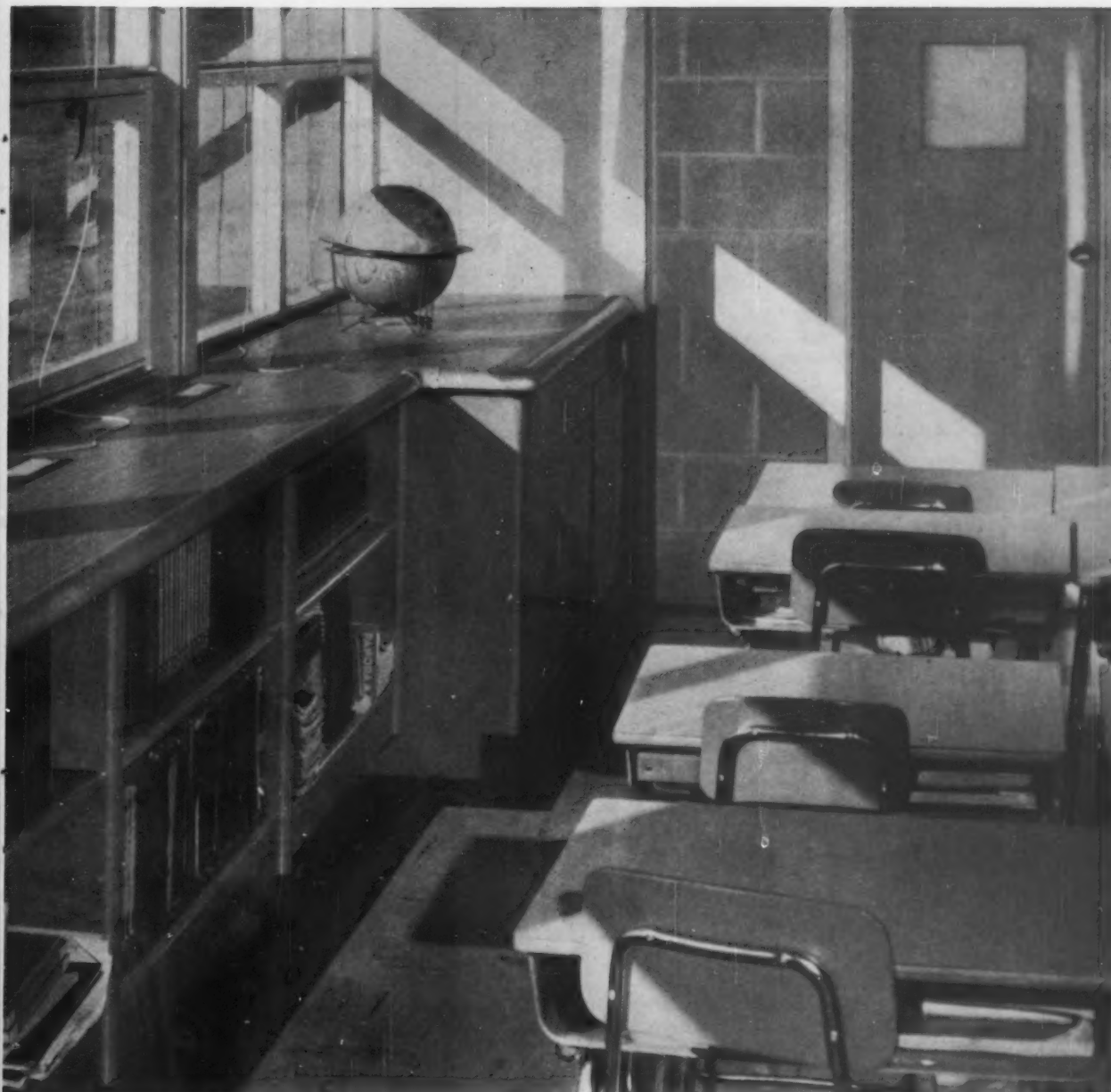
New school saves \$18,000 in first cost with

The lowest bid for the originally specified construction of the Ashton Elementary School in Cumberland, R. I., turned out to be 10% greater than the building appropriation. The School Committee solved this problem by changing their heating plan to individual, gas-fired Norman Heating and Ventilating Systems. Result: ideal heating within the budget appropriation.

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saved \$18,000 in first cost and reduced estimated operating costs by more than 35%. These economies made it possible to build the school just as desired, and with all the benefits of clean, quiet, safe, dependable gas heat.

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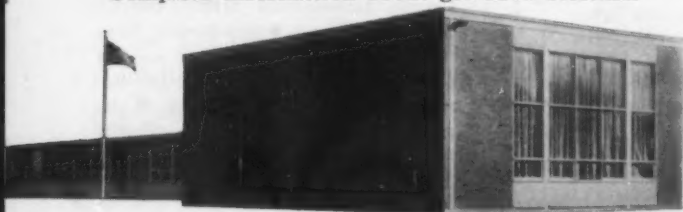
in their areas. Units are attractively housed in functional work and shelf areas. Operation is independent of any central system.

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walls. With individual units there's no need to heat the entire building when only a few rooms are in use. Thrifty gas keeps fuel cost low.

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By Way of Thanks. On May 5 the Deerfield, Ill., board of education named its new \$450,000 junior high school. To the man in whose honor the school was named Supt. William E. Sheehan sent this telegram: "The Deerfield school board congratulates you on your historic event. In honor of your unselfish endeavor our new junior high school under construction is being named the Alan B. Shepard School."

'We Agree. . .' Mount Lebanon, Pa., has made an attempt at helping parents, pupils and teachers arrive at solutions for this type of familiar argument: "Carl's dad always lets him have

the car." Rules for the game have been drawn up by students, the P.T.A., and leaders in parochial and public schools in the community. The resulting booklet, "We Agree. . ." includes the vital topics of dating, allowances, drinking, smoking.

Their Right. Parents of three gifted children residing in East Windsor Township School District, New Jersey, have won the right to continue to teach them at home. The magistrate said in his ruling that there was no evidence that the education the children received at home was in any way inferior to the program offered by the local public school.

About People

Changes in Superintendencies

NORTHEAST

John H. Lawson, Hamilton School District, South Hamilton, and Wenham School District, Topsfield, Mass., to Hingham, Mass.

Herbert R. Hagstrom, assistant superintendent, Portsmouth, N.H., to superintendent there, effective Feb. 16, 1962. He succeeds **Raymond I. Beal**, who is retiring.

Fred E. Rogers, Union School District No. 76, Stonington, Me., to School Administrative District No. 3, Unity, Me.

Ben Wallace, high school principal, Mineola, N.Y., to superintendent there. He succeeds **Raymond H. Ostrander**, who becomes professor of education, University School, Boston University, effective September 1.

G. Berton Davis, assistant superintendent, Malone, N.Y., to superintendent there.

William A. Waters, high school principal, Franklin, N.J., to superintendent there. He succeeds **Ebert E. Hollobaugh**, who has retired after 13 years as superintendent there. He has served the district since 1928.

Arthur T. Claffee, Pennsauken, N.J., to Cinnaminson Township School District, Riverton, N.J.

William M. Farris, Suffield, Conn., to Groton, Conn.

Paul S. Dalling, high school principal, Newton, N.J., to superintendent, Netcong, N.J., succeeding **William D. McKelvie**, who is resigning.

MIDWEST

Harold Mescher, high school principal, Cairo, Ill., to superintendent there. He succeeds **Leo C. Schultz**, who retires.

E. S. Castor, assistant superintendent, Palatine, Ill., to superintendent there, effective Jan. 1, 1962. He succeeds **Marion Jordan**, superintendent since 1946, who will resign.

Donald S. Roe, general secondary supervisor, Gary, Ind., to superintendent, Berkley, Mich.

Vernon H. Jones, elementary school principal and acting superintendent, Lincoln Consolidated School District, Ypsilanti, Mich., to superintendent there.

Albion V. Gotaas, assistant superintendent in charge of instruction and curriculum, Mount Vernon, Ohio, to superintendent, Medina, Ohio, effective August 1. He succeeds **Sidney M. Fenn**, who retires after 14 years as superintendent there. Mr. Fenn has served the local school system for 38 years.

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entire laboratory**

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HUNTOLENE.

Elmer R. Kane, assistant superintendent, Minnetonka Independent School District, Excelsior, Minn., to superintendent, Golden Valley Independent School District, Minneapolis.

L. J. Slankard, high school principal, Holcomb, Mo., to superintendent, Dunklin County, Kennett, Mo.

Paul K. Johnson, Bethel, Mo., to Marceline, Mo., succeeding **Eldred Sage**, who resigns as superintendent after six years there.

James O. Carson, acting superintendent, Doniphan, Mo., to superintendent there, succeeding **Claude Stone**, who retired.

Billie J. Holmes, principal, Chalmers, Ind., to superintendent, White County, Monticello, Ind.

James Moore, principal, Wolcott, Ind., to superintendent, Jasper County, Rensselaer, Ind., effective August 16.

Paul J. Swank, principal, Dover School, Thorntown, Ind., to superintendent, Boone County, Lebanon, Ind.

Gerald W. Vizard, principal, Pleasant Mills, Ind., to superintendent, Adams County, Decatur, Ind., effective August 16.

George D. Cook, curriculum coordinator, Madison, Ind., to superintendent there. He succeeds **E. O. Muncie**, who is retiring after 41 years as superintendent there.

Paul Schilling, acting superintendent, Griffith, Ind., to superintendent there.

Harold Loge, high school principal, Boonville, Ind., to superintendent, Boonville-Boon Township Consolidated School District, Boonville. He succeeds the late **Eugene Kifer**.

Melvin O. Hedge, assistant superintendent, Community School District, Greensburg, Ind., to superintendent there. He succeeds **Gerald Alexander**, who goes to Turkey Run Consolidated School District, Marshall, Ind.

Ward Beanblossom, acting superintendent, Vermillion County North Unit, Perrysville, Ind., to superintendent there.

James R. Beasley, teacher, School No. 94, Indianapolis, to superintendent, Daviess County, Washington, Ind. He succeeds **I. R. York**, who retired.

Paul E. Scamihorn, principal, Gosport, Ind., to superintendent, Clay County, Brazil, Ind., effective in August.

Russell Steiner, assistant superintendent in charge of finance, Allen County, Fort Wayne, Ind., to superintendent there, succeeding **F. Kenneth Feuerbach**, who has resigned, effective August 15.

Sanford Sanders, principal, Hazleton, Ind., to superintendent, Gibson County, Princeton, Ind. He succeeds **Orb Hyslop**,

(Continued on Page 111)



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It mounts on the wall . . . no exposed fittings, no space behind cabinet to catch dirt or grime! Off the floor . . . room underneath for easy cleaning! The answer to maintenance-free installation and, like all Halsey Taylor fixtures, gives years of trouble-proof service.

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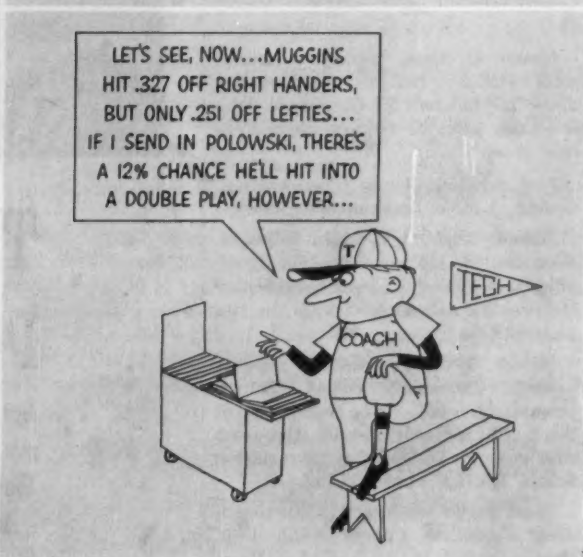
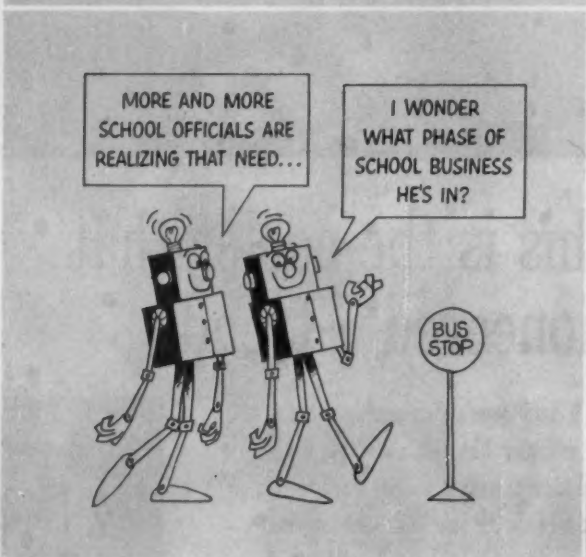
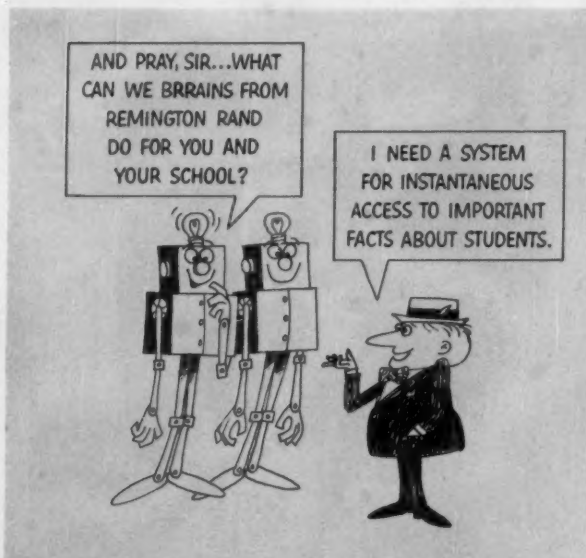
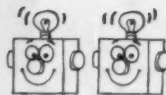
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(Continued From Page 109)

who will retire August 16 after eight years as superintendent there.

John Bland, principal, Montezuma, Ind., to superintendent, Parke County, Rockville, Ind., effective August 15. He succeeds **James W. Conlin**, who retires.

SOUTHEAST

James E. Johnson, principal, Nebo, N.C., to superintendent, McDowell County, Marion, N.C.

Arthur Smith, Horry County Area No. 1, Conway, S.C., to Florence County School District No. 3, Lake City, S.C.

Boyce S. Albright, high school diversified occupations coordinator, Haleyville, Ala., to superintendent, Winston County, Double Springs, Ala.

Andrew Bird, Hart County, Munfordville, Ky., to Anderson County, Lawrenceburg, Ky., succeeding **Emma Ward**, who retires.

Roy F. Lowry, Washington County, Plymouth, N.C., to Northampton County, Jackson, N.C. He succeeds **Edward D. Johnson**, who retires.

Ben D. Quinn, assistant principal, Consolidated School, Swansboro, N.C., to superintendent, Hyde County, Swan Quarter, N.C.

O. A. Norton, Amelia County, Amelia, Va., to Warren-Rappahannock counties,

Front Royal, Va., succeeding **Q. D. Gasque**, who resigned.

Harris A. Marshall, who had accepted an appointment to District No. 1, Florence, S.C., has obtained a release to remain in his present position at School District No. 5, Orangeburg, S.C.

SOUTH CENTRAL



O. Perry Walker, first assistant superintendent, New Orleans, La., to superintendent there. He had been first assistant superintendent for eight years. He served as acting superintendent from 1951 to 1953. He became principal of Benjamin Franklin Elementary School in 1937; Jackson Elementary School in 1939, and Francis T. Nicholls High School in 1942.

Everett Kelley, Van Buren, Ark., to Smackover, Ark.

Billy Ray Pate, elementary school principal, Clinton, Ark., to superintendent there.

Carl T. Walker, Corning, Ark., to Stephens, Ark.

Devert Rymer, Prague, Okla., to

Western Heights School District, Oklahoma City.

Joe W. Harper, Olton, Tex., to McKinney, Tex.

Wesley Martin, Monahans-Wickett Independent School Dist., Monahans, Tex., to Greenville, Tex., succeeding **Ray D. Brown**, who goes to Santa Fe Independent School District, Alta Loma, Tex. He succeeds **L. W. Hughes**, who goes to Edcouch-Elsa Independent School District, Edcouch, Tex.

Charles F. Mathews, Plainview, Tex., to Longview, Tex.

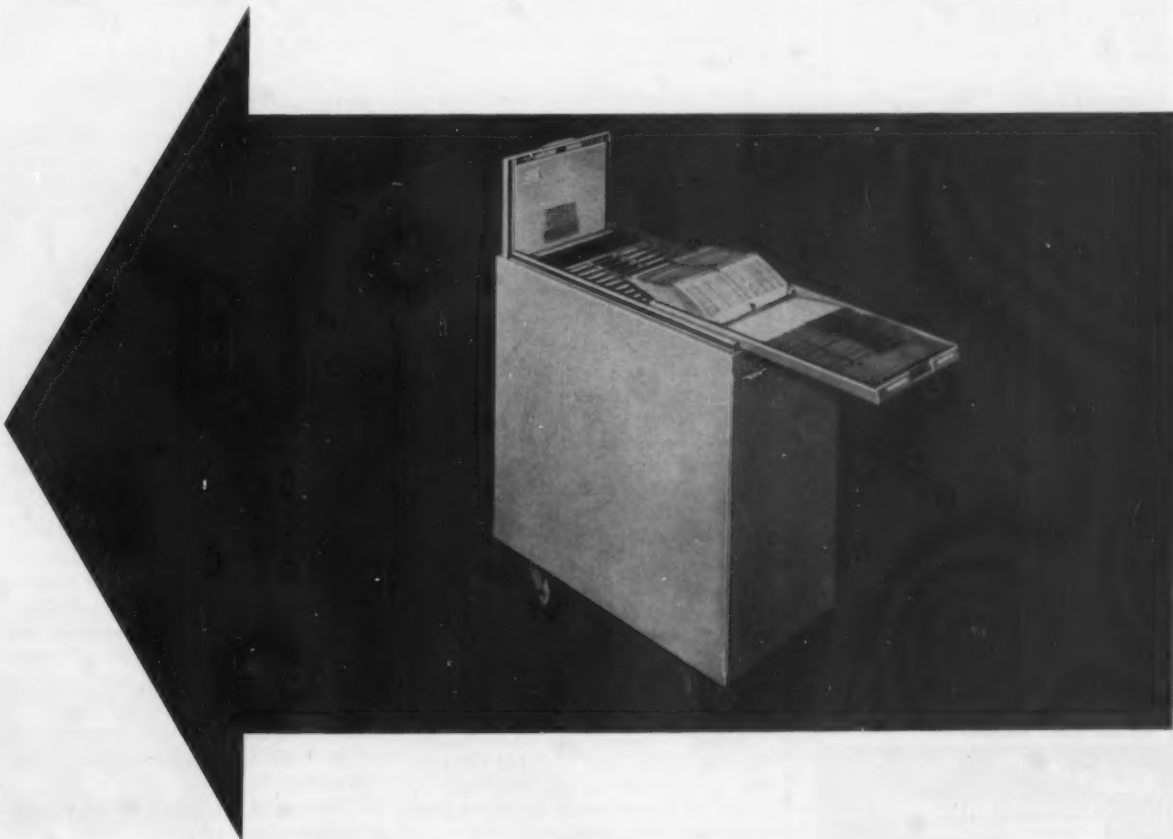
Wilburn O. Echols, Grapevine, Tex., to Gainesville, Tex.

W. C. Reader, Hamshire-New Holland Independent School District, Hamshire, Tex., to Hamshire-Fannett Independent School District, Hamshire.

WEST

Forbes Bottomly, director of research, Spokane, Wash., to Jefferson County School District, Lakewood, Colo. Dr. Bottomly previously was a teacher, assistant principal, and superintendent in Montana, and professor of educational administration, San Francisco State College.

Howard M. Balderstone, associate professor of education, Montana State



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ROOMS!



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Features the "Hide-Away" Net. A quality champion built for championship play. Store it in a closet! Glide it into place! Open with "feather touch" . . . and you're ready to play. Regulation net stores inside table in tucked position and extends to official width when opened.

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Easy folding! Compact storage! Designed for beauty and strength!



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(Continued From Page 111)

University, Missoula, to superintendent, Oakridge, Ore. He succeeds Paul S. Elliott, who retired.

Howard C. Harmon, director of curriculum, Lowell Joint Elementary School District, La Habra, Calif., to superintendent, Kentfield, Calif.



F. Melvyn Lawson

F. Melvyn Lawson, acting superintendent, Sacramento, Calif., to superintendent there. He began service there in 1929 as an instructor at Sacramento High School. He became assistant superintendent in 1946 and deputy superintendent in 1948.

Ronald Notley, assistant superintendent in charge of educational services, Elementary School District, Hayward, Calif., to superintendent there, succeeding Jack D. Rees, who resigned.

Richard C. Roche, assistant superintendent for secondary schools, Southern Humboldt Unified School District, Miranda, Calif., to superintendent, St. Helena, Calif., succeeding Melville O. Johns, who resigned last February.

Jefferson H. Haney, associate executive secretary, Michigan Education Association for the past two years, to superintendent, Worland, Wyo., effective June 1. Previously he had been superintendent at Madison, Kan.

Frank Greenwood, La Vista Elementary School District, Hayward, Calif., to Lowell Joint Elementary School District, La Habra, Calif.

John D. Andes, assistant superintendent in charge of instruction, Richmond, Calif., to superintendent, City Elementary School District, San Mateo, Calif.

In the News

Harold Spears, superintendent, Unified School District, San Francisco, receives a new four-year contract, effective this month, increasing his salary to \$31,000 per year, an increase of \$2000. It supersedes the contract that was to expire June 30, 1962. Mr. Spears said he was "most grateful for the confidence" shown in him.

Robert M. O'Kane, superintendent, Glen Cove, N.Y., has signed a new four-year contract there, effective this month. He had one year of his original contract remaining.

Other Appointments . . .

Arthur Oestreich, superintendent, Northbrook, Ill., has accepted the position of professor of education and director of the university school, Indiana University, Bloomington.

Don Davies, associate professor and director of student teaching, University of Minnesota, Minneapolis, has been named to head the National Commission on Teacher Education and Professional Standards, N.E.A., effective August 20. He succeeds T. M. Stinnett, who has been head of the commission for the past decade. D. D. Darland, N.C.T.E.P.S. assistant secretary, becomes associate secretary.

Stephen J. Knezevich, professor of education, State University of Iowa, Iowa City, to professor of education and head of the department of administration, supervision and curriculum, Florida State University, Tallahassee, effective in September.

Resignations . . .

Charles E. Davis, superintendent, Cadiz, Ohio, effective August 1, after three years there.

Joseph Schultz, superintendent for 16 years, Millville, N.J.

David F. Brightbill, Gloucester City, N.J. He has served as superintendent there since 1948.

T. Raymond Sage, superintendent for 11 years, Cotton Plant, Ark.

Kenneth W. Stanley, superintendent, Armada, Mich.

Jack D. Rees, superintendent, Elementary School District, Hayward, Calif., effective the end of the school year.

Retirements . . .

Orel Champney, superintendent since 1949, Swartz Creek, Mich.

H. F. Connors, superintendent for six years, Hurley, Wis. He has served the district for 42 years.

John W. Dodd, Freeport, N.Y., after 36 years as superintendent there.

Raymond I. Beal, Portsmouth, N.H., effective Feb. 15, 1962, after 16 years as superintendent there.

Leon O. Fisher, superintendent for eight years, Washington, N.J.

D. B. Metzger, Toronto, Ohio, effective September 1. He has served as superintendent there for 25 years.

Deaths . . .

Russell I. Leake, 65, former superintendent, Dare County, Manteo, N.C.

Albert R. Graiff, 52, elementary and junior high school principal and superintendent, Livingston, Ill.

John Boldin Brady, 56, superintendent, Van Buren County, Spencer, Tenn.

R. Todd Lloyd, superintendent, Shipensburg, Pa.

V. O. Kail, 57, principal and superintendent, Shade, Ohio.

A floor program that really works



North Shore Country Day School Gym, Winnetka, Ill

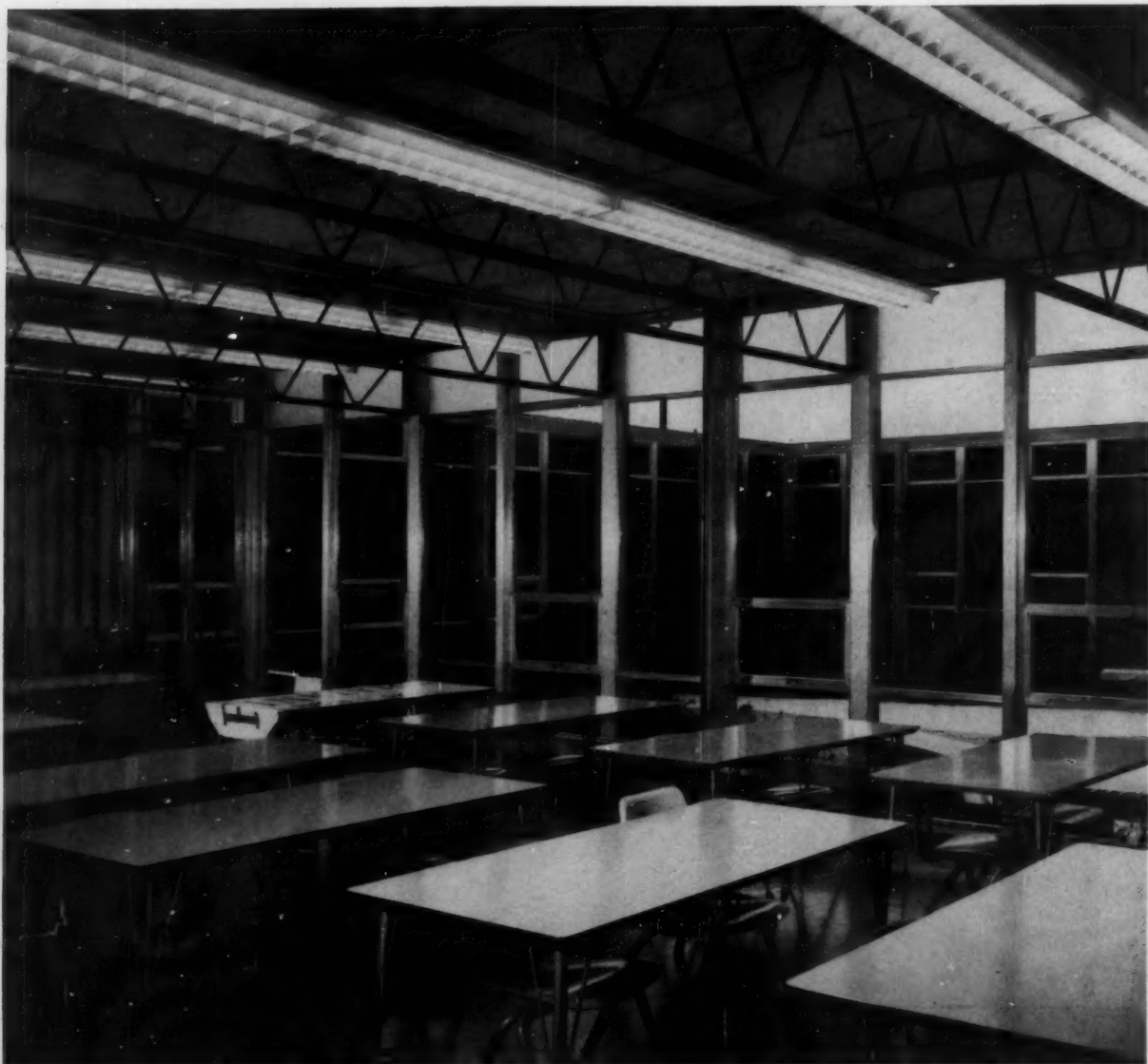
Nothing helps a maintenance budget more than major jobs that stand up *better* than expected. Your nearby *Triple S* member carries a complete stock of *Triple S* Seal Stripper, Super Floor Sealer, Super Gym

Finish and Gym Floor Beautifier, all superior products for easy year-round maintenance. Ask your *Triple S* supplier to set up *your* gym floor program. Or write *Triple S*, P. O. Box 2288, San Francisco 26, California.



STANDARDIZED SANITATION SYSTEMS, INC. *Member Firms:*

EAST: *Baer Paper Co., Inc.*, Baltimore, Md. • *Baer Slade Corp.*, Washington, D.C. • *Cleaning Materials & Chemical Co.*, Pittsburg, Pa. • *The George T. Johnson Co.*, Boston, Mass. & Hartford, Conn. • *I. Jarvey & Sons, Inc.*, Hempstead, Long Island, New York, and New York City • SOUTH: *Buildings Equipment & Supply Corp.*, Richmond, Va. • *Guardian Chemical Company*, Atlanta, Ga. • *Standard Chemical Company*, Miami and Ft. Lauderdale, Fla. • MIDWEST: *Coleman Supply Co.*, Detroit, Mich. • *Phillips Supply Co.*, Cincinnati, Ohio and Lawrenceburg, Ind. • ROCKY MT.: *American Sanitary Products Co.*, Denver and Colorado Springs, Colo. E-Z Janitor Supply Co., Phoenix and Tucson, Arizona • PACIFIC COAST: *Easterday Supply Co.*, San Francisco and Los Angeles, California and Portland, Oregon



Plenty of Pittsburgh Polished Plate Glass means more natural light, less eyestrain for Finneytown High pupils.

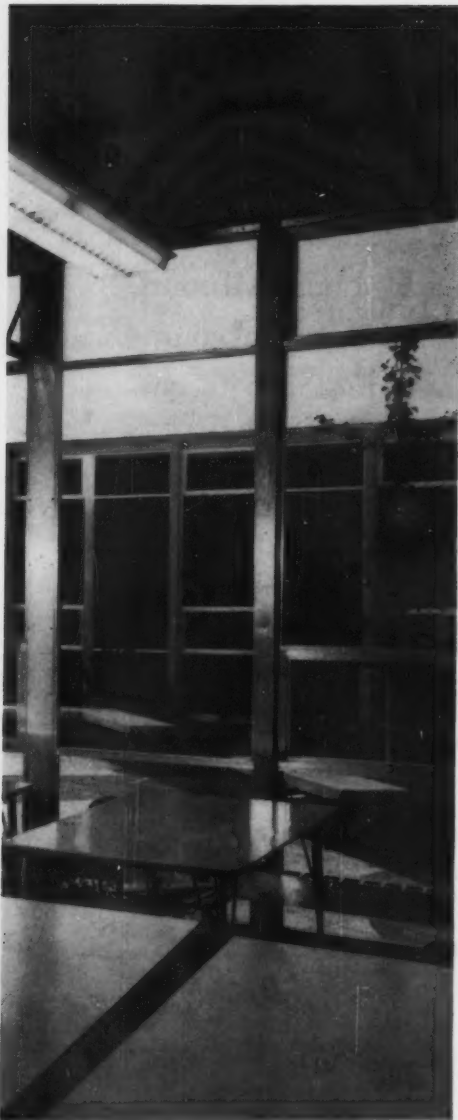
This school was designed with eyesight

Wherever you look around the Finneytown High School in Finneytown, Ohio, there's glass—PPG Glass that lets in *plenty* of natural light, adds an extra measure of beauty to the buildings, and provides an ideal learning environment.

Two PPG Glass products play a big part in making this school the bright, spacious place that it is: Pittsburgh Polished Plate Glass and PENNVERNON® GRAYLITE™ 14 Glass. Polished Plate Glass is used in areas that demand maximum light transmission where natural light is essential. PENNVERNON GRAYLITE is used where glare is a problem. GRAY-

LITE 14 is heat-absorbing glass that has a pleasing neutral shade which is undetectable to occupants, does not change outdoor colors, yet substantially reduces glare that can be so hard on the eyes. It helps keep the school cooler and more comfortable in warm months, too.

Inside and out, this is a modern, attractive school building . . . as beautiful as it is functional . . . thanks to glass from PPG. For more information on PPG products, write Pittsburgh Plate Glass Company, Room 1173, 632 Fort Duquesne Blvd., Pittsburgh 22, Pennsylvania.

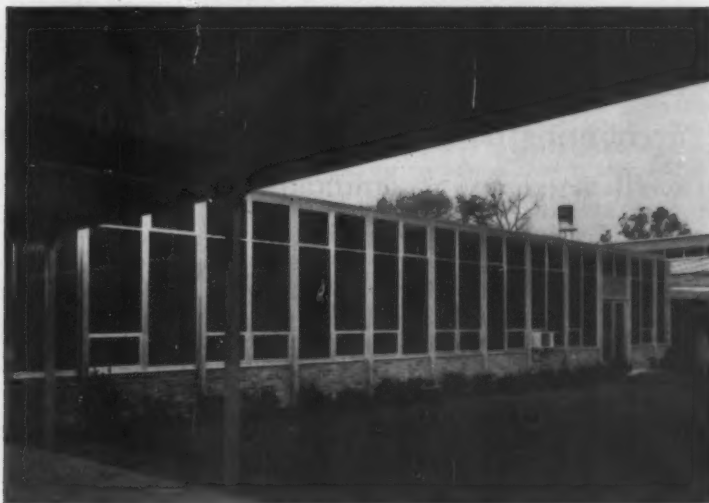


Finneytown High School, Finneytown, Ohio
Architect: Woodie Garber & Associates, Cincinnati, Ohio
Contractor: Holt & Reichard, Norwood, Ohio



Pittsburgh Plate Glass products enhance the appearance and help make the Finneytown school a pleasant place to attend.

PENNVERNON GRAYLITE 14 reduces the sun's glare and helps make this school a cooler and more comfortable building during the warm months.



in mind...with Glass from PPG

PPG Glass products for schools:

- SOLEX® Plate Glass—green tint, heat-absorbing, glare-reducing glass
- SOLARGRAY® Plate Glass—a neutral gray, heat-absorbing, glare-reducing glass
- PENNVERNON® GRAYLITE™—a neutral gray, heat-absorbing, glare-reducing, heavy sheet glass
- HERCULITE®—shock-resisting tempered plate glass
- TWINDOW®—the world's finest insulating window
- Polished Plate Glass—for clear, true vision
- PENNVERNON® Window Glass—window glass at its best



Pittsburgh Plate Glass Company

Paints • Glass • Chemicals • Fiber Glass

In Canada: Canadian Pittsburgh Industries Limited

Burroughs equipment provides school superintendent with maximum budget control at minimum expense

The scene: The Ferguson-Florissant R-2 School District, 15 School Facilities for 10,500 students in St. Louis, Missouri.



V. C. McCluer, Superintendent

The job: Complete school administration accounting including payroll preparation for 640 employees. The equipment: Two Burroughs F 1300 Typing Accounting Machines. The results, according to Superintendent V. C. McCluer: "Our

Burroughs F 1300's prepare accounting records that are complete, accurate and simplified, providing maximum budget control with a minimum of expense. They've not only eliminated many monthly accounting bottlenecks, but have equipped us with the extra capacity we'll need to accommodate still greater workloads in the future. They're producing records of a scope and immediacy never before available to us—the kind we're going to be relying on increasingly as enrollment grows and administration problems become more complex."

Burroughs—TM

Join the many successful school districts provided new accounting efficiency by Burroughs Corporation. Whatever your problem, our representatives offer you the experience and capabilities in systems analysis to solve it. And we have the equipment you'll need—everything from adding machines to electronic computer systems. Call our nearby branch now. Or write Burroughs Corporation, Detroit 32, Michigan.



Burroughs Corporation

"NEW DIMENSIONS / in electronics and data processing systems"

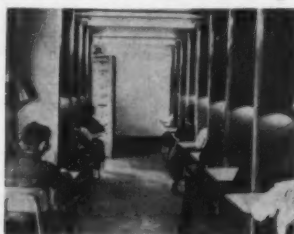


Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the convenient Readers Service Form on page 133. Check the numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

Foreign Language Van Serves Whole Area

Designed to serve several schools in an area, or for use where classroom space is

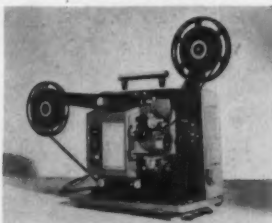


limited, the foreign language van developed as a cooperative language instruction project has 18 LinguaTrainer student positions. The 38-foot van provides recording facilities for each individual student, a teacher's console for monitoring and program selection, and facilities for film projection. Film instruction is combined with facilities for self-criticism or assistance from a teacher, comparisons can be set up at the turn of a switch, and each student may progress at his own level of ability. Science Electronics, Inc., 195 Massachusetts Ave., Cambridge, Mass.

For more details circle #896 on mailing card.

542 Filmosound Specialist Projects in Semi-Light Room

Even in semi-light rooms, a sharp, bright image can be projected with the new Bell & Howell 542 Filmosound Specialist 16mm motion picture projector. The lightweight unit is equally effective for use in classroom or auditorium since it is capable of extremely long projection distances. The fiberglass case, miniaturized electrical components and magnesium castings make the 542 easily portable by even the smallest teacher. Engineered to require almost no maintenance, its modular or building-block construction permits



components to be removed and replaced easily, quickly and inexpensively. It is built to operate efficiently under the continuous use given projectors in schools. Bell & Howell, 7100 McCormick Rd., Chicago 45.

For more details circle #897 on mailing card.

Non-Marking Plastic Tread For Wenger Chorus Risers

Introduced in several models of the Wenger standing chorus riser line, the new Koroseal plastic tread provides a firm, tough surface and does not rub off or cause floor marking. The tread is highly resistant to wear and slipping and is comfortable to walk or stand on. Wenger Music Equipment Co., Owatonna, Minn.

For more details circle #898 on mailing card.

Modine School-Vent for Heating-Cooling-Ventilating

Heating, cooling and ventilating of classrooms are provided in the new School-Vent, based on the principle of controlling the air. The unique full-damper system provides positive, constant and pinpoint room temperature control economically. The system includes a face-and-bypass insulated damper which directs air through and around the heating coil; an insulated anti-wipe damper which permits complete isolation of the coil, and



indoor and outdoor dampers for a proper blend of fresh and recirculated air at all times. It adjusts automatically to changes in classroom temperature and fresh air requirements. School-Vent heats with steam or hot water and cools with central-source chilled water. It is available in five sizes and may be installed for heating, with cooling added later. The unit can be ceiling or wall mounted, partially or fully recessed, or fully exposed. Pushbutton lubrication permits complete oiling without removing the front panel. School-Vent is quiet in operation, has easy-access control panels, easy filter removal, spacious end compartments and student-proof cabinets. Modine Mfg. Co., 1500 DeKoven Ave., Racine, Wis.

For more details circle #899 on mailing card.

Grade-O-Mat Is Test-Scoring Machine

Grade-O-Mat, a portable automatic test-scoring machine, quickly and accurately figures scores on standard, manually punched answer cards. IBM port-a-punch cards for all multiple choice, true-false,

WHAT'S NEW for Schools

and teacher written tests are used with Grade-O-Mat, and the cards are available after scoring for further research and study via electronic data processing. The ma-



chine can be used by a student, clerk, or other scorer if desired, is easily portable, and is completely adaptable to all levels of teaching, from the fifth grade through college. Materials required to give tests to be scored by Grade-O-Mat are inexpensive, and the machine is offered at a low, one-time cost. Grade-O-Mat Div., Burgess Cellulose Co., Freeport, Ill.

For more details circle #900 on mailing card.

G-E Closed-Circuit Monitors for Improved Classroom Viewing

Engineered to provide maximum brightness, stability and detail over the entire viewing area, the new series of electronic closed circuit television monitors is simple to maintain and adjust, and provides easy accessibility to all parts. The units operate with any standard monochrome camera and are offered in cabinets or rack mounting in three screen sizes. Size, focus and linearity controls are operated individually and adjustment of one has no effect on the others, due to an advanced design technic. The new monitors are designed for use in schools and colleges for instruction, in hospitals for monitoring x-ray treatments and surgical procedures, and for other closed circuit uses. An accessory



polarized safety glass faceplate in available for additional effectiveness in minimizing reflections and improving contrast ratio. General Electric, Communication Products Dept., Syracuse, N. Y.

For more details circle #901 on mailing card.

(Continued on page 118)

Serve Milk Shakes



Healthful...Quick...Low Cost

Schools throughout the country serve nutritious, low-cost milk shakes quickly and easily from modern, sanitary, efficient Sweden ShakeMakers.*

Want to keep food costs down? Average cost of a nourishing 12-ounce milk shake (selling for 15c) is 6c, including cup. That's a 9c profit for your school-lunch program.

Need fast service? Student help can serve eight 12-ounce milk shakes per minute from a Sweden ShakeMaker—hundreds during a lunch period.

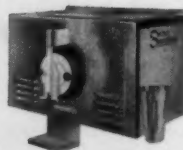
Concerned about sanitation? You buy milk-shake mix from your own dairy. It is delivered in sealed cans and dispensed directly from your Sweden ShakeMaker—approved by the National Sanitation Foundation.

Want to encourage students to eat hot lunches in your cafeteria? Milk shakes attract students, help keep them on premises during lunch period, help assure their getting a good lunch.



Choose A ShakeMaker Just Right For Your Needs

There's a floor model Sweden ShakeMaker to fit your exact production requirements. All models feature easy, one-motion dispensing.



There's a compact Sweden ShakeMaker counter model to meet your needs, too, whether counter width or depth is at a premium.



WRITE TODAY FOR
ADDITIONAL INFORMATION
**SWEDEN FREEZER
MANUFACTURING CO.**

3401 17th Avenue West,
Seattle 99 Wash., Dept. L-2

Custom Designed Floor Mats Provide Safe Foot Traction

The hazard of spike heels catching in floor mats is eliminated with the newly designed, custom-made Musson Perforated Mats. The pyramid surface provides



safe foot traction and maximum cleaning efficiency. Rubber feet under the surface allow drainage and air circulation. The mats are available in sizes and shapes for all areas. **The R. C. Musson Rubber Co., 1320 Archwood Ave., Akron 6, Ohio.**

For more details circle #902 on mailing card.

Autocall "800"

Central Sending Stations

New for 1961 in Autocall paging systems is the "800" Series Central Sending Stations for use by switchboard operators and receptionists. The precision coding mechanism is housed in a walnut case with brushed aluminum face panel, and code call numbers and other detail in etched



black. The unit is available in capacities of 15, 30 and 45 coded calls. In addition to its basic function of locating key people quickly, the new system, with a selective coding feature, can be set to give any one of four basic messages in code to the person paged. All calls are confidential and installation and maintenance costs are low. **The Autocall Company, Shelby, Ohio.**

For more details circle #903 on mailing card.

Steel Laboratory Furniture Added to Borroughs Line

The result of an intensive market study of the requirements for laboratory furniture, the new Borroughs line features

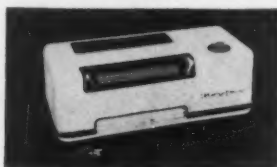


quality with attractive price. It is a complete line of heavy duty laboratory equipment, built of steel with resistant tops. **The Borroughs Mfg. Co., 3002 N. Burdick, Kalamazoo, Mich.**

For more details circle #904 on mailing card.

Royfax Office-Copier Reproduces From Any Color

Reproductions from originals of any color in any form, including pen or pencil, blueprints and hectograph copies, can be made at a rate of up to 100 or more per hour on the new Royal Royfax Office-



Copier. It reproduces by the light diffusion process at a cost of only a few pennies for each document. The Royfax is priced economically and can be operated by any office employee. Royal McBee Corp., Westchester Ave., Port Chester, N.Y.

For more details circle #905 on mailing card.

Functional Duplicator Has Interleaver/Collator

The new Rex-Rotary D 490 duplicator features special internal concealed lighting for complete control and an interleaver/collator which automatically collates the sheet being imprinted with another sheet previously printed. All controls



are easily operated and in full view. The paper breakers and feed tray permit use of all weights of paper, and sizes from three by four to nine by 15 inches. Rex-Rotary Distributing Corp., 387 Park Ave. S., New York 16.

For more details circle #906 on mailing card.

Developmental Reading Program Is Self-Contained Unit

The DR Skill File is a self-contained, complete Developmental Reading Program. Included are all materials necessary to operate a successful program, arranged for easy administration by the classroom teacher, without the need for assistance. Materials are drawn from textbooks cov-



ering grade levels six to 13, and the file is packaged in a carrying case. The Reading Laboratory, Inc., Suite 21, 500 Fifth Ave., New York 36.

For more details circle #907 on mailing card.

(Continued on page 122)

TELEX®

SUPERIORITY IN SOUND



magna-twin®

MEETS HIGHEST STANDARDS OF SCHOOL LANGUAGE LABS

New levels of fidelity, ruggedness and comfort for the language lab have been established with the TELEX Magna-Twin—the most versatile headset your school can own. Consider these ten important Magna-Twin features:

FIDELITY—Wide frequency response for perfect reproduction of vowels and consonants. **COMFORT**—Deep cavity construction muffles background noise. Comfortable to wear, envelops ears without pressing against them. **FITTING**—Maximum comfort with flexible, adjustable stainless steel headbands. **WEIGHT**—A light, light 9 oz. for hours of use without fatigue. **SANITATION**—Entire set may be sterilized to prevent spread of disease. **SIMPLICITY**—Simple, single plug-in cord. No exposed contacts mean there's nothing to bend or break. **RUGGEDNESS**—Vibration, shock proof—no foreign objects can be inserted in set. **RELIABILITY**—Magnetic earphone is moisture, rust-proof—unaffected by temperature or humidity changes. **VERSATILITY**—Choice of four boom mounted microphones. Also available without microphone. **COMPATIBILITY**—Fits all electronics systems now in school use. A comparison will reveal to you why the TELEX Magna-Twin will best serve the needs of your school.

INSIST ON SUPERIOR TELEX ACCESSORIES IN YOUR LANGUAGE LABORATORY!

For more information on how you can make your language laboratory a better one with superior TELEX accessories write:

TELEX

Dept. CA-206 • Communications Accessories Division • Telex Park, St. Paul 1, Minnesota

For additional information, use postcard facing back cover.

119

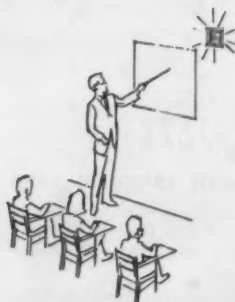
8 ways to enrich school curricula and improve administration

... through an economical sound-communication system

The console shown here is the central control of an Executone sound-communication system for an average-sized K-8 or secondary school. Located in the General Office, it handles switching, programming, transmission and power amplification for all the services described below—and others that your special requirements may suggest. Its 5-channel capacity eliminates the need for more than a single conduit for signals or communication between any two points in the system. Identical functions are available in a vertical console, for use where office space is at a premium.



Supplement the teaching program with sound



Classroom audio-aids can give students access to sources of important teaching materials . . . can place each class in closer relation to the school and the world around it . . . can help develop each pupil's critical faculties. Leading educators value the availability of:

Radio broadcasts: speeches; music; coverage of special events; interviews; important dramatic presentations; sessions of Congress; etc.

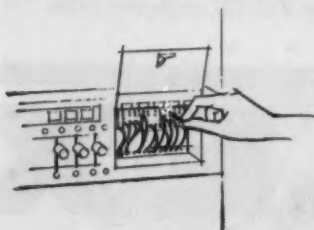
Recordings: from an ever-increasing fund of educational material on tape and discs.

Transmissions from other parts of the school: student musical programs; sports events; etc.

Recording and play-back facilities: for classes in choral and instrumental music; language and speech courses; drama workshops; etc.

All these audio-aids can be supplied by a single Executone classroom reproducer . . . the same instrument that handles time signal, alarm and intercom functions. With a standard Executone system, any combination of rooms—chosen by selector-switches—can receive either of two simultaneous sound transmissions. Reproduction is of unusually high quality. Where recording and play-back are desired, rooms need only be supplied with microphone and tape-deck jacks. Amplification takes place at the main control console.

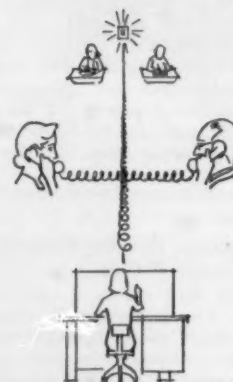
Save money & space in providing variable time programs



Classes with varying time requirements need no longer be subject to an inflexible set of signals. But conventional time-programming equipment—including independent crossconnect panels, relay racks, classroom buzzers and wiring systems—is bulky and expensive.

The Executone system includes a remarkably compact, easily accessible peg-board programmer—which allows each classroom to be placed on any one of six different time programs within seconds. This function is built directly into either standard console. The costly conventional system is eliminated.

Speed administrative action: relieve over-burdened staff



Freedom to teach—and to work more productively—is one of the best answers to the chronic shortage of teachers and administrative personnel. Time savings increase in direct proportion to the staff's communication capabilities. Today, these can economically include: A) 2-way electronic voice intercom . . . between the office and any classroom . . . with complete privacy safeguards. B) Private-line room-to-office and room-to-room intercom . . . with call origination from any point. The Executone system offers all the above, providing 2-way remote-reply intercom through each classroom speaker . . . optional private-line handset communication using an independent channel carried by the same wiring.

Preserve student discipline during unsupervised intervals



When teachers must leave their classes, the maintenance of discipline usually depends on the presence of a substitute. Faculty members may now be relieved of this non-productive extra duty. Unattended students can be monitored from the Office—through the Executone speaker—and notified by its open-line signal light that they are under remote supervision.

Control student transportation

Teachers find it especially difficult to keep order—and prevent delays—when restless students must await loadings of homeward-bound school buses. This condition is relieved when children are permitted to play freely—until summoned to the loading area in proper groups and directed to their buses.



This can be achieved through an inexpensive adjunct to the Executone system: a microphone jack at the loading area and speakers at loading and congregation areas. Both microphone and speaker wiring run in the same conduit. The amplifiers at the main console are utilized. Any available microphone can be plugged in at dismissal time.

Preserve the continuity of classroom activities



Communications in the modern school go a long way toward assuring uninterrupted class activities. But care must be taken that the facilities which make this possible are not themselves a disruptive influence. This is the case where calls make it necessary for teachers to drop what they are doing, to approach or handle equipment . . . or where a call interrupts a sound transmission.

Executone removes both of these contingencies. Through-the-speaker calls, for brief conversations, can be answered by the teacher from any point in the room—without raising her voice. And use of the optional handset channel for longer conversation prevents interference with concurrent sound programs.

Prevent confusion and panic in emergencies

Leading administrators have long felt the need for greater control of student bodies in emergencies. They seek alarm signal facilities to augment standard fire alarm systems—for such special contingencies as air raids. To control student movements in critical situations, they wish to make it possible for any staff member to broadcast voice instructions—without having been trained in the use of sound equipment.



In the Executone system, the same components used to produce time signals will also provide supplemental alarms. Executone furnishes duplicate signal generators—for fail-safe standby duty. For follow-up voice instructions, after an alarm, a staff member need only touch the 'emergency' bar at the Executone console. This overrides all other transmissions . . . allows him to speak immediately to the entire student body.

Provide quality-controlled sound for audience activities

No audience facilities are so intensively used as those in the modern school. Auditoriums and gyms serve not only during the school day—but also for adult and community activities . . . for socials and special events. Sound reinforcement equipment must be designed to high standards. And controls must be efficient. Conventional microphone mixing units—because of A-C power, ventilation and space needs can seldom be situated where they do most good.

An Executone system provides not only sound reproduction of highest quality, but also new flexibility in the location of controls. Transistorized preamplifiers and mixers are compact enough for concealment anywhere . . . have no special installation requirements.

Executone manufactures School-to-Home telephone equipment for shut-ins.

Your Local Executone Organization
Offers You Six Stages Of Service

- ① THOROUGH, PROFESSIONAL CONSULTATION OR SURVEY
- ② DESIGN STANDARDS FOR OPTIMUM SYSTEM PERFORMANCE
- ③ FULL INSTALLATION RESPONSIBILITY
- ④ THOROUGH TRAINING OF YOUR PERSONNEL
- ⑤ FULL YEAR COMPREHENSIVE FACTORY GUARANTEE
- ⑥ ON-PREMISES MAINTENANCE BY SKILLED TECHNICIANS

Executone
COMMUNICATION and SOUND SYSTEMS

THIS COUPON WILL BRING YOU IDEAS . . .
INFORMATION . . . ASSISTANCE — WITHOUT OBLIGATION

Executone, Inc., Dept. D-3

415 Lexington Avenue, New York 17, N. Y.

- ☐ I would like my local Executone Systems Engineer to call.
☐ I would like detailed literature on sound and communication systems for schools.

Name _____

School _____

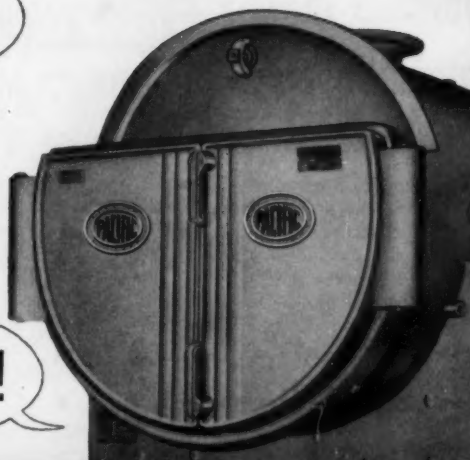
Address _____

City _____ Zone _____ State _____

In Canada: 331 Balford Avenue, Toronto

What's the
biggest name in steel
heating boilers?

PACIFIC!



Pacific makes the most complete line of low pressure steel heating boilers. Has specialized in designing and building large steel boilers for close to 50 years. Thousands of installations the world over. You benefit because Pacific men are boiler experts. There's a Pacific representative in your area. Call him for your next boiler.

PACIFIC STEEL BOILER DIVISION

Division of Crane Co., Johnstown, Pennsylvania

AT THE HEART
OF HOME AND INDUSTRY



VALVES AND PIPING • ELECTRONIC CONTROLS
PLUMBING • HEATING • AIR CONDITIONING

"Two on the aisle . . ."

. . . or a single in the balcony, Geerpres "Convertible mopping outfits can be tailored to any need. Rubber bumper equipped buckets can be used individually or hooked together to form twin outfits for two-solution mopping, or cleaning large areas.

"Convertibles" can be mixed or matched in four models from 4 to 11-gallons. Ask your Geerpres jobber or write today for free bulletin.



GEERPRES WRINGER, INC. P.O. BOX 658, MUSKEGON, MICHIGAN

Color Slide Rule For Physics Instruction

The new Balinkin-Dwight Filtergraph, consisting of a stationary holder with four filters, four corresponding color-coded spectrographic diagrams and a slide that moves within the holder, is designed for



application in demonstration and lecture at the high school and college physics level. The versatile subtractive color slide rule, which demonstrates the components of different colors, has a second set of four filters with four corresponding diagrams. Central Scientific Co., 1700 Irving Park Rd., Chicago 13.

For more details circle #908 on mailing card.

Pull Around Whirler Is Safe and Durable

A sturdy manual whirler designed for safe use by small children, is available with plain platform or with combinations of Game-time Saddle-Mate animals. Called



the Pull Around, it has weatherproof, abrasion-resistant Grab-tite finish and the dustproof bearing features sealed-in lubrication and exceptional durability. Game-time, Inc., Litchfield, Mich.

For more details circle #909 on mailing card.

Highway Safety Shelters Are Offered Cost-Free

Manufactured by United States Steel Company for the Shelter-All Corporation, highway safety shelters for children riding school buses are offered to school districts without cost. The rugged all steel, white enameled structures are rustproof and



anchored to 3000 pounds of reinforced concrete. Each will accommodate as many as 14 children for protection against the elements. Both shelters and surrounding areas are maintained by local contractors whose costs are paid by two sponsor signs. Shelter-All Corp., 51st and Parkside, Philadelphia 31, Pa.

For more details circle #910 on mailing card.

**No
Question
About
It!**

Airkem Protects The School from Environmental Health Hazards

Germes meet Airkem and die. Odors meet Airkem and vanish. Dirt and grime meet Airkem and dissolve. No question about it! The Airkem Program gets to the heart of the problem, and brings a new "climate" into the school—clean, odorless, agreeable, *healthful*.

Then what happens? Children's marks begin to perk up. Illness drops, attendance climbs. Teachers, parents, visitors notice a new air-freshened effect and a new feeling of comfort and well-being. Everybody benefits!

The Airkem Program is a scientific but extremely simple way to improve living conditions and *health* conditions everywhere in school—corridors, gym, auditorium, rest-rooms, locker rooms, classrooms, cafeteria, teachers' lounge, even the school bus! Easy to put into practice—just make sure the proper Airkem product is used in its proper place in school. Please inquire! Look in the "yellow pages" for your nearby Airkem man.

See opposite column for
one specific Airkem benefit



AIRKEM
For a Healthier
Environment through
Modern Chemistry

Glass Door Models Added To Refrigerator Line

Three new glass-door models for self-contained or remote installation have been

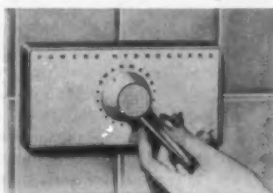


added to the Tyler Reach-In Refrigerator line. A choice of stainless steel or baked-on white enamel is offered, and interiors are furnished with chrome plated wire shelves or pan slides. Tyler Refrigeration Corp., Niles, Mich.

For more details circle #911 on mailing card.

Hydroguard Shower Control Has Redesigned Handle

Restyled in a satin chrome case with an easy-grip pointer handle for simple, single-hand operation, the Powers Hydroguard Thermostatic Shower Control prevents scalding water even if the handle is turned to maximum hot position, and



also prevents sudden bursts of hot or cold water. A sealed thermal element with only one moving part is the heart of the Hydroguard. Failure of cold or hot water supply automatically and immediately shuts off delivery. Powers Regulator Co., 3400 Oakton St., Skokie, Ill.

For more details circle #912 on mailing card.

Sorbette "Twin-C" Towel Folded to Open Full Size

As the special Sorbette "Twin-C" towel is pulled from the dispenser, the new folding arrangement makes it unfold automatically to full size. The user grips only



one thickness of the high quality Sorbette toweling which offers exceptional moisture capacity, discouraging the use of more than one towel. Crown Zellerbach Corp., One Bush St., San Francisco 4, Calif.

For more details circle #913 on mailing card.

(Continued on page 124)

**Here
come
the
Parents!**

**Here
comes
the
Public!**



Are you ready to welcome them?

PTA meeting tomorrow night? A civic group next week? School Board? Visiting lecturers?

There's always something scheduled. And that means there's always the chance of making new friends for the school, and cementing good relations with your community... IF!

IF there's a pleasurable, clean, odorless air environment in the room where they meet—gym, auditorium, classroom, or teachers' lounge. It's a BIG "if" when you've just had a basketball game, or a cooking-class, or a chemistry-lab period, or a crowded assembly.

Get rid of those odors fast—before people arrive! Put Airkem on the job! Airkem products and Airkem procedures will quickly counteract many odors that hang in the air—and leave an air-freshened effect that the public will appreciate and remember.

It's just one benefit you get from the Airkem program for environmental health—a sanitation maintenance program that includes cleaning, disinfection, odor-counteraction and the creation of an air-freshened effect in every part of the school...every day. Put Airkem on your public relations staff. Let Airkem work full time, as a full-fledged partner!



John Hulse, Airkem, Inc. Dept. NS-7
241 East 44th Street, New York 17, N.Y.

Send details on FREE introductory offer
and demonstration of Airkem techniques
for school sanitation maintenance.

Name _____

Title _____ School _____

Address _____

City _____ Zone _____ State _____

Series Sixty Microscope In Wide Selection of Models

The new line of AO Spencer Series Sixty teaching microscopes has many fea-



tures designed to make teaching easier. The traditional rack and pinion focusing system has been eliminated and the nose-piece assembly is itself focusable to the specimen by convenient, low-positioned knobs. The focusing mechanism is entirely enclosed in the microscope arm and no periodic lubrication is required. The sturdily constructed, full sized instruments are virtually "student proof" and are available in models ranging from those for teaching high school biology to those equipped for use in college classes. American Optical, Instrument Div., Box A, Buffalo 15, N. Y.

For more details circle #914 on mailing card.

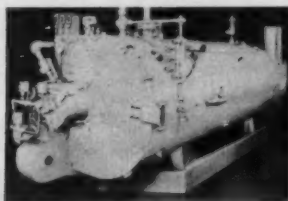
Telephone Ringing Signal Is Pleasing Chime

A pleasing telephone ringing signal is now available in the "Telchime" Series 1310. It is activated by an incoming call and emits a single bell tone at the beginning of the ringing cycle and a pleasing chime at the end, repeated at three-second intervals. The "Telchime" is especially suited for offices, libraries and other areas where a sharp ringing might be disturbing. It may be used with new compact telephones or as a replacement for existing ringers. Wheelock Signals Inc., Long Branch, N.J.

For more details circle #915 on mailing card.

Packaged Firetube Boiler Has Unusual Design

Unusual design and outstanding performance are claimed for the new packaged automatic firetube boiler introduced by Orr and Sembower after nearly two



years of research and development. The considerably changed appearance of the Powermaster Positive Flow Model PF shows burner and furnace located on the left side of the horizontal center line of the boiler. It is of three pass design, with no tubes directly above or below the furnace, thus avoiding any impediment to the natural circulation flow. The new design is said to permit boiler feed injection

and natural thermal circulation to augment each other, providing maximum water circulating rate and the most efficient form of heat transfer. Many other new features are built into the boiler, which is available in five standard sizes, all offered in oil-fired, gas-fired and combustion-fired. Orr & Sembower, Inc., Reading, Pa.

For more details circle #916 on mailing card.

Colorprint Wall Maps Are Educational Murals

Colorprint's new Map Murals of the World, in full color, are printed on heavy stock with waterproof inks especially for wall covering use. They provide attractive highlights in corridors and other wall areas in and out of the classroom, and are easily installed by using standard wall-papering methods. The highly detailed

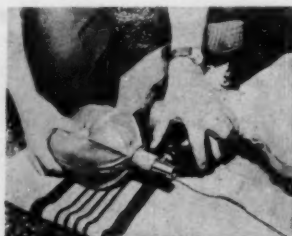


maps are available in four sizes. American Map Co., Inc., 3 W. 61st, New York 23.

For more details circle #917 on mailing card.

Self-Inflating Resuscitator For Recreational Areas

The Ocean Self-Inflating Resuscitator is equipped with a non-rebreathing valve, and self-inflating bag for air. It requires no assembly or connections to electricity or compressed gases. The instrument is suited for use at school swimming pools,



beaches, camps and recreational areas. Operation is simple and even inexperienced personnel can use it for first aid. Ocean Pool, 155 W. 23rd, New York 11.

For more details circle #918 on mailing card.

Flo-Pac Wood Back Brushes Save Time and Cost

Priced to permit replacement of the entire showerfeet brush on floor machines and save time and cost of refilling, the new Flo-Pac brush backs are made of high quality hardwood plywood, impregnated with a special sealer to eliminate moisture absorption and warping. The brush back is grooved and soap holes are patterned to allow perfect gravity feed of cleanser or detergent to the surface being cleaned. The low cost of the wood back brushes permits replacement with new brushes when worn. Flour City Brush Co., 1501 4th Ave. S., Minneapolis 4, Minn.

For more details circle #919 on mailing card.

Krueger Folding Chairs Designed for Children

Designed with the safety of fidgety children in mind, the new line of Junior



and Juvenile size Krueger folding chairs permits a child to sit forward on the front edge, lean far back, or go through typical motions without tipping or collapsing. Available in four models, the chairs have the safety and construction features of Krueger adult chairs and are available in a wide selection of colors. Krueger Metal Products Corp., Box 1097, Green Bay, Wis.

For more details circle #920 on mailing card.

Education Aid

Scores, Teaches and Records

Star, a new education aid designed to score, teach and record, eliminates teacher correction of objective type tests and quickens the student's learning process. Examination papers can be corrected at the same time the student is taking the test, and a permanent record is created for future evaluation and reference by the teacher. HRB-Singer, Inc., Science Park, State College, Pa.

For more details circle #921 on mailing card.

Fire Guard Lay-In System Speeds Installation

Combining the advantages of the earlier Armstrong Fire Guard tile ceilings with the installation speed and economy of an exposed grid suspension system, the new Fire Guard lay-in system provides a fast and economical means of installing fire protection and a finished acoustical ceiling at the same time. The first resistant ceiling panels, approximately two by four feet in size, rest in a unique type of exposed grid suspension specially designed to withstand the intense heat of fire, and can be lifted out for access to plumbing



lines, air conditioning ducts and other concealed utilities. The Fire Guard ceiling panels are able to withstand exposure to direct flame and 2000 degree heat, and the system is specially designed to prevent the supporting metal grid from buckling or twisting during exposure to fire. Armstrong Cork Co., Lancaster, Pa.

For more details circle #922 on mailing card.

(Continued on page 126)



K RUEGER SERIES 100

— for extra comfort and durability

Finest quality seating value per dollar expenditure! Strong, rigid, durable, extra roomy and comfortable, it features electrically seam-welded tubular steel frame; built up vertical frame spacers for added strength and seat support, non-tipping Y-type design; and a choice of steel, contour-moulded wood veneer, or foam rubber cushioned and upholstered seat models.



No. 101

K RUEGER TABLET ARM CHAIR

— wherever a writing surface is required

Multipurpose chair with many uses. Tablet arm is rigidly secured to tubular steel support which automatically raises or lowers when chair is opened or closed. 7-Ply tablet arm comes with a natural birch or maple lacquer finished face (No. 101-TA) or with a tan birch plastic-laminate face (No. 101-TAP). Chair is our popular non-tippable No. 101. Folding mechanism is safety designed thru-out.



No. 101-TA

K RUEGER SERIES 900-E

— quality tubular steel seating at low cost . . .

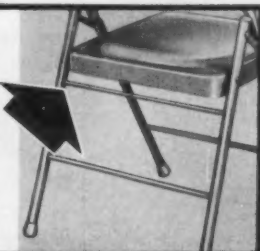
Few chairs offer so much for so little! Construction features heavy-gauge tubular steel frame with tubular cross-braces; extra large seat and a deep, curved, correct postured backrest; and, non-marring Super Dylan feet over steel dome gliders. This low cost chair features one-motion opening and closing and folds flat to frame thickness for compact storage. All steel, wood veneer, or upholstered seat models.



No. 901-E

NEW—added cross-brace increases STRUCTURAL RIGIDITY

Krueger chairs have always been noted for their exceptional strength and rigidity. Now, for additional structural durability and longer life we have added another frame cross-brace to the rear legs of all these chairs at no extra cost!



Write for New Catalog—Showing complete line of Portable Seating, Fiberglass Chairs, Stools, Tables, Trucks.

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METAL PRODUCTS • GREEN BAY • WISCONSIN



SCHOOL SOUND SYSTEMS

RAULAND's engineering experience provides in these systems absolute simplicity of operation, but with the complete flexibility demanded by present day school administration. Exclusive features and moderate cost have made RAULAND Sound the choice of thousands of educators. RAULAND systems are still giving reliable service after two decades of use.

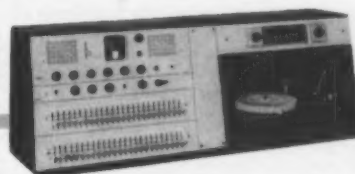


5800 Series
Three-Channel System; unusual program flexibility; capacity up to 221 rooms.

every desirable program facility and feature

- ★ **Microphones**—announcements and programs from multiple microphone locations
- ★ **Intercom**—two-way voice conversation with any room; privacy available
- ★ **Phenograph**—distributes phono program (transcription player or changer); also available for use with tape recorder
- ★ **FM-AM Radio**—selects any FM-AM radio program for distribution to any or all rooms
- ★ **Optional Features**—Disaster Emergency Switch; program clock signals; telephone intercom; light annunciation; remote controls, etc.

Model S745
Two-Channel System;
Desk mounting—compact and efficient



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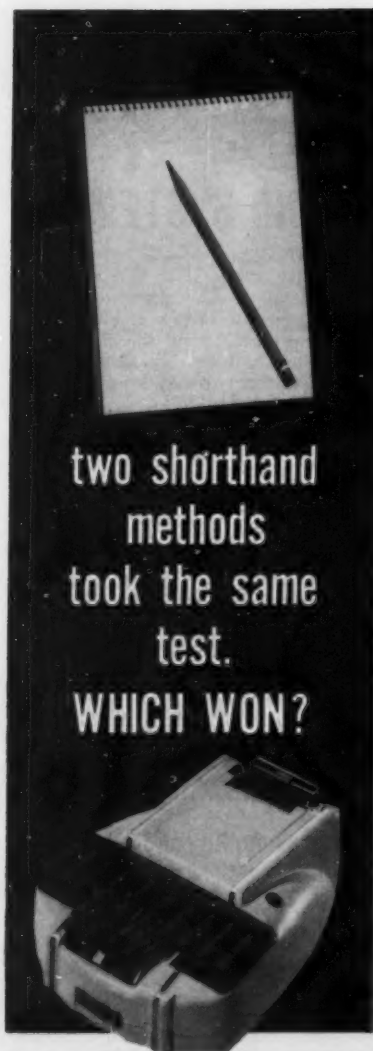
Name _____ Title _____

School _____

Address _____

City _____ Zone _____ State _____

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The results will surprise you. After four semesters, at 120 words per minute; pencil shorthand writers averaged 54 errors, machine shorthand writers averaged 3 errors! The test was limited to 2 minutes because the pencil writers couldn't keep up for a longer time!

Two years ago, a high school teacher with ten years' experience teaching shorthand conducted a series of tests to determine whether Stenograph Machine Shorthand should be taught in his school. Twenty beginning shorthand students were chosen, given prognostic tests and listed in order of their aptitude. Odd-numbered students were placed in a pencil shorthand group, even-numbered in the Stenograph shorthand group. This study, which follows the progress of each student over a two year period, should be must reading for every interested teacher and administrator. Write for your copy of this comprehensive report.

Stenograph®
SHORTHAND MACHINE

STENOGRAPHIC MACHINES, INC.
8040 North Ridgeway Ave., Skokie, Ill.

Portable Overhead Projector Folds into Self-Contained Unit

Combining complete portability with standard overhead projector features, the new 3M model folds into a single, self-contained unit. It can be carried from place to place and quickly set up, ready for instant operation. The lens and all operating components fold easily away and the projector serves as its own carrying case. All parts are protected against



scratching or rough handling and the unit weighs only 30 pounds.

Also new to the 3M line is an extra quality film designed to provide improved performance in the overhead projector, with greater handling ease. A new color lift film permits making a four-color transparency for use with the overhead projector from any magazine page, in about two minutes, at minimum cost. **Minnesota Mining & Mfg. Co., 900 Bush Ave., St. Paul 6, Minn.**

For more details circle #923 on mailing card.

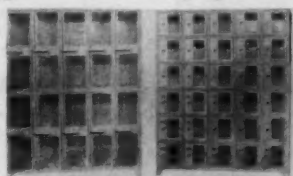
Improved Product for Keeping Silver Bright

Assure, developed by Economics Laboratory, is now available in improved form. The double-acting product softens crusted food soil while it detarnishes silver and stainless tableware. Its balanced alkalinity neutralizes food acids to prevent pitting and corrosion of stainless steel surfaces and halts corrosion already present. Tableware is kept bright and sparkling when Assure is used regularly. **Economics Laboratory, Inc., 250 Park Ave., New York 17.**

For more details circle #924 on mailing card.

Gymnasium Lockers For Limited Space

Designed to meet the problem of limited space around gymnasiums, the Sophomore Double Tier, with ten compartments, and the Sophomore Gym Locker, with thirty compartments, provide adequate hanging and storage area for average equipment. Built of 14-gauge steel mesh,



with ventilation on three sides to ensure maximum air circulation, the lockers are also available with a frame base for holding two 30-compartment units back to back, and can be equipped with casters for ready mobility. **DeBourgh Mfg., Co., 2924 27th Ave. S., Minneapolis, Minn.**

For more details circle #925 on mailing card.

(Continued on page 128)



There's a Bassick glide to make every piece of furniture in the school slide more easily.

Bassick glides save floors, slide more freely on generously proportioned, highly polished bases. And Bassick rubber cushions kill noise and clatter. Bassick has some new glides, too: Nylon base glides that can't rust or corrode, can't stain floors, even in the dampest air. And glides that automatically keep tables from wobbling. Find out about Bassick glides for your school.



1.34

THE BASSICK COMPANY,
Bridgeport 5, Conn.
In Canada: Belleville, Ont.

See our catalog in
AMERICAN
SCHOOL AND
UNIVERSITY
we write for you



OVER 700 DINNERWARE PIECES TO MEET EVERY SCHOOL NEED

from the maker of America's finest melamine dinnerware in every price range.



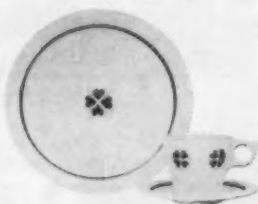
Dallas Ware

First choice of the nation's schools for heavy duty, long-lasting melamine dinnerware. Stacking lugs on all hollow ware pieces prevent dinnerware from adhering... even when hot, cold, or wet. Vented contour base for better drainage, faster air drying. Available in six colors.



TEXAS-WARE

Designed to meet the requirements of many school lunch programs. Features are similar to Dallas Ware but lighter in weight and lower in price, yet still unbelievably durable. Available in six pastel colors.



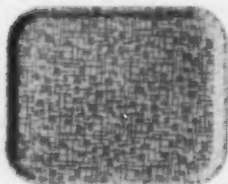
REGAL DECORATED WARE

For the look of luxury, the economy of break-resistant melamine. Ten handsome patterns to flatter food, add color to mealtime. New decorated cups are glazed for easier cleaning.



Dallas Ware Food Service Trays

The only heavy duty food service tray designed for right-handed people. Heavy rolled rim adds resistance to chipping and splitting. Stacking lugs keep trays from adhering — even when hot, cold, or wet — and insure better air drying and safer stacking. Six pastel colors to choose from.



TEXAN Fiberglass Trays

Newly developed fiberglass construction means lighter, easier-to-handle trays with greater strength and surface durability. Parchment finish and patterns in assorted colors. **ALSO A COMPLETE ASSORTMENT OF CLEAR PLASTIC TUMBLERS, SHERBETS, GOBLETs, WATER JUGS, AND OTHER ITEMS FOR SCHOOL USE.**

Melamine dinnerware **STAYS BRIGHT AND STAIN-FREE WITH PROPER CARE.**

Write today for free illustrated literature to Box NS-7

Products of **PLASTICS MANUFACTURING COMPANY**
2700 S. Westmoreland Dallas 33, Texas

Ultima Lounge Furniture Is Sturdy and Economical

Moderately priced, yet sturdily constructed and attractive and colorful in design, the new line of Ultima dormitory and lounge furniture contains more than 150 pieces. Styled by a leading designer, the Ultima series features maximum comfort, modern styling and extra-rugged, one-piece construction, thus making it especially suitable for use in teachers rooms, lounges and similar areas. All tops are attractively finished in plastic, the frames are constructed of heavy gauge, permanently welded tubular steel, and upholstery is offered in a wide line of fine quality mate-



rials. All upholstery may be quickly removed for cleaning. **Griggs Equipment, Inc., Box 630, Belton, Texas.**

For more details circle #926 on mailing card.

Movie-Mover Portable Table Protects Projectors

A special Movie-Mover Table, W 40 EC, provides added safety for RCA and Eastman Kodak projectors, as it has a

cut-out front that accommodates the low reel and permits the projector to be set back from the front edge and centered on the table for maximum stability. A U



bolt attachment locks the projector securely to the top shelf and projectors can be safely wheeled from room to room. **H. Wilson Corp., 546 W. 119th, Chicago 28.**

For more details circle #927 on mailing card.

Sound Film Projector for Fast, Efficient Operation

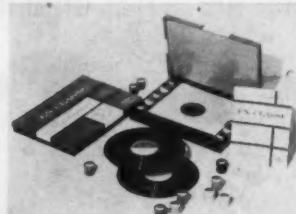
Forward and reverse gears are controlled by a single rotary switch in the new 16mm sound motion picture projector developed by RCA. The reverse mechanism automatically shuts off the sound track, eliminating any disturbance from garbled sound during reverse operation of the machine, which permits faster and more efficient operation. A separate motor and blower for reverse operation are also included as an extra precaution against

lamp overheating and film damage. The new 'E' series projectors have assured dependability over extended periods of operation. **Radio Corporation of America, 30 Rockefeller Plaza, New York 20.**

For more details circle #928 on mailing card.

En Classe Filmstrip Course Covers Year of Beginning French

A complete program, covering the first year of beginning French for elementary grades, is offered in a new course, En Classe. Consisting of 20 filmstrips, each with an accompanying 12-inch LP record and an extensive 64-page Teacher's Manual, the course may be used effectively by



teachers with a minimum of two years of college French. The filmstrips provide a model of pronunciation, present an ordered lesson sequence of conversational French with ample provision for review and drill, and are especially useful in schools without a teacher who speaks fluent French. **Coronet Instructional Films, 65 E. South Water St., Chicago 1.**

For more details circle #929 on mailing card.

(Continued on page 130)



Caroline Elementary School,
Stateville Springs, N.Y.
Arch: Tallman & Tallman,
Ithaca, N.Y.



QUALITY...PERMANENCY at LOW COST! Claridge continues to modernize and improve chalkboard and bulletin board manufacturing in step with new educational demands. 36 years experience concentrated on ONE purpose: the **FINEST** chalkboards and bulletin boards with greatest educational value. Schools and architects around the world name **CLARIDGE** to define their standard of quality.

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Larger, many real colors, more detail. Get Catalog 320 to help you solve replacement, remodeling, or new building problems. You'll find much helpful information.

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| 1 Duracite Chalkboards in Seven Colors | 9 Claridge Factory Built Chalkboards and Bulletin Boards |
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| 5 Vitracite Porcelain Enamel Chalkboards | 13 Extruded Aluminum Display and Trophy Cases |
| 6 Durasteel Chalkboards in Seven Colors | 14 Extruded Aluminum Bulletin Board |
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This Hand Holds the Answers to Many of Your Problems

The DON salesman calls with answers to problems concerning food preparation and serving equipment, also sanitary maintenance of your premises, etc. He will tell you what's new in the market, pass on ideas for saving you time, as well as aiding labor in the performance of their duties. He can tell about successful experiences of others and make suggestions of his own. It will pay you to spend a few extra minutes with him when he calls. To accomplish the solutions to problems or the suggested improvements, the DON salesman carries...

50,000 ITEMS OF EQUIPMENT • FURNISHINGS • SUPPLIES

For institutions, hospitals, restaurants, schools, hotels, motels, clubs, resorts, lounges, fountains, diners, camps. In fact DON has everything needed for proper maintenance and service of every establishment where people eat, drink, sleep or play. From bedding, brooms and bowls to stoves, silverware and shower curtains—your DON salesman has it! On everything, Satisfaction Guaranteed or your money back!

Write Dept. 16 for a DON salesman to call, or visit our nearest display room.

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RED DOT • KEYLESS PADLOCKS • THAT CLICK

BETTER REASONS TO BUY

No need to read numbers

FASTER, SAFER
EASIER TO OPERATE

Just count the clicks!

LESS MECHANICAL FAILURES

Fewer wearing parts

Can operate in darkness

LONG LASTING QUALITY

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Liked by Students.

GREATER SECURITY

BETTER MASTER CONTROL

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Take Two Years To Pay



MASTER KEY LOCK

Unique key cannot be duplicated by key machines. The 2 to 1 choice for security control.

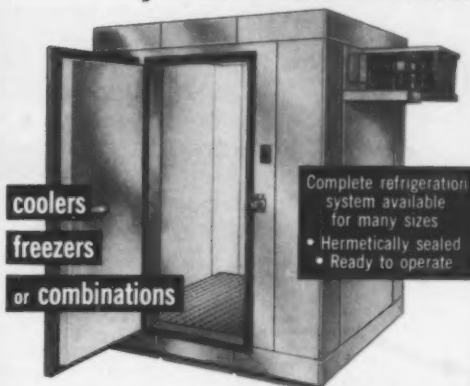
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DELIVERED ON DATE YOU SPECIFY.

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GOUGLER KEYLESS LOCK CO.
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Bally walk-ins

Aluminum or steel sectional construction



coolers
freezers
or combinations

Complete refrigeration system available for many sizes
• Hermetically sealed
• Ready to operate

Ideal for School Cafeteria Storage of Government Supplied Frozen Foods—Dairy Products

Pays for itself quickly with locker rental savings. Saves labor and time. Sanitary, efficient, strong. Assembly is fast, easy and accurate. Easy to add sections to increase size as needed... equally easy to disassemble for relocation. Lower in original cost than "built-ins". Suitable for outdoor use.

Bally Case and Cooler, Inc., Bally, Pa.

Get details—write Dept. NS-7 for FREE book.

1906-1961, 53 Years of
Monroe Leadership



NO. K-3 TABLE
Tempered Masonite Top—
Stain-Resistant
Wood Finish

FOLDING CHAIRS

All-steel, Plywood or padded seats available. Complete line. Direct prices, discounts. See Catalog.



MONROE FOLDING PEDESTAL TABLES



TABLE and CHAIR TRUCKS

7 models and sizes. For transporting, storing. Easy to load and unload, smooth rolling.

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EXTRA SAVINGS WITH OUR 1961 SUMMER SALE

Churches, Schools, Clubs, Lodges and all organizations, attention! Direct-from-factory Summer Sale prices and terms. The 1961 MONROE FOLDING TABLES are unmatched for quality, durability, convenience and handsome appearance. Automatic lock on legs. 68 models and sizes.

Mail coupon today for our beautiful new 1961 catalog. Color pictures of MONROE Folding Tables, Folding Chairs, Table and Chair Trucks, Portable Partitions, Folding Risers and Platforms.

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PLEASE SEND ME YOUR NEW 1961 MONROE CATALOG, WITH FULL INFORMATION ON YOUR SUMMER SALE PRICE SAVINGS, TERMS, Etc.

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We are interested in (Tables, Chairs, etc.)

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ATC HB-2 is a rugged, low cost, 8-station listening system, complete in its own carrying case. Has eight U.S. made headsets with standard phone jacks, plus an extra jack for additional units. ATC HB-2 \$49.50 net. \$74.25 list.

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MADE TO LAST LONGER*

*350 to 500 launderings and uses

Start with the best long staple, two-ply yarns. Triple twist these higher quality yarns to provide extra strength without extra weight. Weave, by the finest methods into a full 20" x 40" shrunk size towel—with full tape rib construction and color stripe down the side for greater strength in the center. That's the recipe for a McArthur Super-Gym Towel—the lowest cost-per-use towel on the market—good for 350 to 500 launderings and uses! Write for proof—complete facts and figures on the economical McArthur School Towel Plan.

GEO. McARTHUR & SONS, INC.

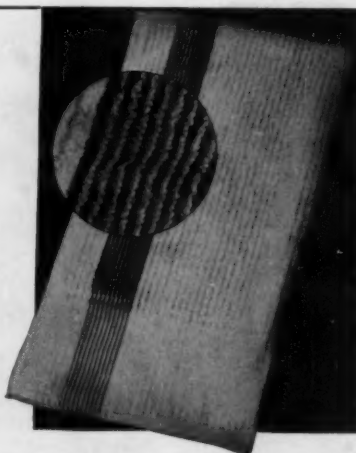
Baraboo, Wisconsin

(Distributors: TROY LAUNDRITE EQUIPMENT)

New York State Representative

VERN VOLLAND

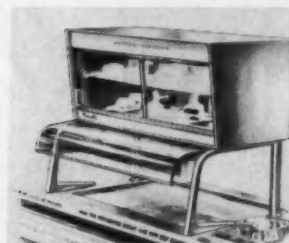
19 Fairchild Drive, Buffalo 26, New York



McARTHUR GYM TOWELS

Viewmatic Display Case Has Pass-Through Convenience

The pass-through refrigerated Viewmatic display case provides convenience for the cafeteria manager, as it may be filled from the back with the cold food which is easily removed from the front.



The glass doors are self-closing, and a fluorescent light illuminates the interior. Glass ends and a curved glass sneeze guard are optional. Bastian-Blessing Co., 4203 W. Peterson Ave., Chicago 46.

For more details circle #930 on mailing card.

Five Floor-Type Models in Cordley Cooler Line

Space saving is built into the five floor-type water coolers in the 1961 Cordley line. The new Cordwalls feature concealed plumbing, flush-wall installation or free-standing, air or water-cooled models, plumbing connections in the wall or through the floor, and provide connections for remote fountains or glass fillers. Ranging in capacity from six to 22 gallons per hour, the new coolers are equipped with both a pushbutton finger control and a foot pedal. Front panels are easily removed for access to all replaceable parts. Cordley & Hayes, 443 Park Ave. S., New York 16.

For more details circle #931 on mailing card.

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Electric powered floor to ceiling Diebold Open Shelf Power Files bring records to the user without stooping, stretching or straining and with savings of time and floor space. Designed to handle documents



of any practical size, the files are available in three standard models. All shelves rotate in upright position, with a three-second cycle between successive shelves, by the touch of a button. The units are ruggedly constructed and available in a variety of arrangements to suit the need, including sitting, standing or rolling desks, pushbutton controls or touch bar, locking doors and colors to match the office. Diebold, Inc., Canton, Ohio.

For more details circle #932 on mailing card.

Literature and Services

• How the Giant-Vac, a basic power unit to which vacuum, blower or hose attachments are mounted for heavy duty vacuum for removing debris, may be used in maintenance of playing fields, grounds and other large areas, is discussed in a folder available from Giant-Vac Mfg. Co., Div. of H. L. Diehl Co., South Willington, Conn.

For more details circle #933 on mailing card.

• Chairs and tables for lunchrooms and teachers' lounges are shown in the new condensed six-page catalog of **Howell Contract Furniture**. Over 50 illustrations of Howell modern metal contract furniture with new Encore square tube and the round tubular steel frames are shown, together with chairs with molded plywood seats and backs or with polyfoam cushioning and a choice of colorful Naugahyde upholstery. The catalog is available from The Howell Co., Contract Dept., St. Charles, Ill.

For more details circle #934 on mailing card.

• A new "Electronic Handbook," which covers the application of electric and electronic controls in institutional and commercial air conditioning installations, is offered by Barber-Colman Co., 1300 Rock St., Rockford, Ill. The handbook explains in detail the theory of electric and electronic control, makes comparisons between electronic and pneumatic controls, and is completely illustrated with photographs and diagrams.

For more details circle #935 on mailing card.

• A comprehensive story of glass and glass-ceramics is told in the revised edition of "This Is Glass," a 68-page illustrated booklet reviewing the history of glass and detailing the basic types of glass. The attractive, colorful cover invites a study of the contents which, in addition to factual information, includes exceptional photographs of glass art. A section on Pyroceram, the new glass-ceramic material, is also presented in the booklet offered by Corning Glass Works, Corning, N.Y.

For more details circle #936 on mailing card.

• Two idea booklets for attractive, colorful schools that at the same time will simplify maintenance are offered by American Olean Tile Co., Cannon Ave., Lansdale, Pa. Booklet 620, a 20-page catalog profusely illustrated in full color with photographs showing ceramic tile design treatments in actual schools, also presents information on low installation and maintenance costs. Folder 610 discusses "Better Looking Schools at Lower Cost."

For more details circle #937 on mailing card.

• Technical data for administrators, architects and engineers on thermal efficiency co-efficients for various window shading devices, light transmittance values and noise reduction co-efficients, are contained in a booklet on **Fiberglas draperies** published by Fenestra Fabrics, Inc., 620 N. Almont Drive, Los Angeles 48, Calif. A new method of controlling solar heat, muffling sound and diffusing light with Fiberglas draperies is described, case histories of their use are presented, maintenance costs are discussed, and the company's services are detailed.

For more details circle #938 on mailing card.

• Developed especially for the food service industry by the Institutional Div., Campbell Soup Co., Camden 1, N.J., the new booklet, "20 Cost-Cutting Ideas for Serving Different Soups," contains a complete guide for appropriate soup garnishes, description of distinctive soups that can be created by adding unusual ingredients, and suggestions for soup combinations and low-calorie menus.

For more details circle #939 on mailing card.

• The complete line of Lyon steel equipment for institutions and industry is described and illustrated in a new 100-page general Catalog No. 100-K. Available from Lyon Metal Products, Inc., 1 Plant Ave., Aurora, Ill., the book describes several new products shown for the first time, including a complete line of office chairs, a new bookcase and Lyon Slotted Angle and accessories.

For more details circle #940 on mailing card.

• A series of catalogs on its architectural products is available from The R. C. Mahon Co., P.O. Box 4666, Detroit 34, Mich. Products described and illustrated include steel deck, structural Cel-beam sections, insulated curtain walls and fire walls and rolling steel doors. Property and load tables are given in the deck and floor catalogs, with new load tables in the curtain wall catalog.

For more details circle #941 on mailing card.

• A new sound and color 16mm motion picture, "Feel Free," with a planned running time of 20 minutes, is concerned with correct machine dishwashing procedures. Designed as an educational aid for use in food service departments, the film is available for showing through Du-Bois Chemicals, Inc., 634 Broadway, Cincinnati 2, Ohio.

For more details circle #942 on mailing card.

• A variety of special menus, table settings, recipes and party ideas for quantity feeding planners is presented in a new 80-page guide entitled "Special Occasions," offered by the Food Service Director, John Sexton & Co., P.O. Box JS, Chicago 90. Outstanding special events serving plans are presented from 18 prominent food service heads, and include national dishes, table plans, sketches of service and floral arrangements and comments by the institutional feeding specialists.

For more details circle #943 on mailing card.

• A new 184-page manual, entitled "Radioisotope Experiments for the Chemistry Curriculum," is designed to introduce the chemistry student to radioisotope techniques and to demonstrate their potential contribution to his future work. Published by Nuclear-Chicago Corp., 359 E. Howard Ave., Des Plaines, Ill., the manual was prepared under contract for the Atomic Energy Commission's Office of Isotope Development.

For more details circle #944 on mailing card.

• "Plastics as an Engineering Career" is the title of a new brochure published by the Society of Plastics Engineers, Inc., 65 Prospect St., Stamford, Conn. The pocket-sized folder covers the training of a plastics engineer and describes typical job opportunities after college.

For more details circle #945 on mailing card.

(Continued on page 132)

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Fast action, wide-track squeegee attachment for vacuums

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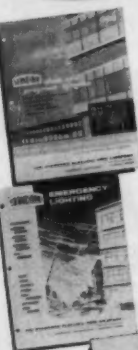
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• **Prefabricated Toplite Roof Panels**, the skylight that controls brightness and solar heat, are the subject of an eight-page catalog published by Products Research Co., 2919 Empire Ave., Burbank, Calif. Design data on the Toplite unit, orientation and illumination information, as well as construction details and other technical facts are included in the booklet.

For more details circle #946 on mailing card.

• **"Facilities For Your Science Room"** is the title of a new catalog illustrating the "Educationally Correct" line of lecture tables, student tables, demonstration tables, storage cases and other equipment manufactured by the E. H. Sheldon Co., Muskegon, Mich., for science laboratories.

For more details circle #947 on mailing card.

• A 14-page **"Manual on Pencil Sharpeners for Custodians"** is offered by the C. Howard Hunt Pen Co., Seventh & State Sts., Camden 1, N.J. Included are facts about the design, installation and maintenance of pencil sharpeners, and a handy chart for operational checking.

For more details circle #948 on mailing card.

• The complete line of folding portable products for cafeterias, auditoriums, gymnasiums and recreational areas available from Hamilton Mfg. Co., Two Rivers, Wis., is described in **Form AE-124**. Helpful suggestions are included for equipping space that must serve multiple purposes.

For more details circle #949 on mailing card.

• Complete test reports and construction details on Spectra-Glaze concrete masonry units are presented in a 16-page technical brochure and file folder available from Burns & Russell Co., Box 6063, Baltimore 31, Md.

For more details circle #950 on mailing card.

Film Releases

"Discovering Solids," series of five 15-min. films on basic formulas of solid geometry for high school; "Exploring by Satellite," 28-min. film for high school, and "Nuclear Radiation," series of seven films for high school physics. **Cenco Instruments Corp., Cenco Educational Films Div., 1700 Irving Park Rd., Chicago 13.**

For more details circle #951 on mailing card.

"The Check Collection Process," 21-min. 16mm film on check collection procedures in American banking. Series of five 16mm black and white films on Photography—the Incisive Art, including "Photography As an Art," "Point of View," "Technique," "Professional Photography" and "The language of the Camera Eye." **NET Film Service, Indiana University, Bloomington, Ind.**

For more details circle #952 on mailing card.

"Chemistry Laboratory Techniques," series of eleven sound, color films showing demonstrations by professional laboratory technician from the viewpoint of the student, each film concentrating on one piece of apparatus, or a chemical. **Robert Disraeli Films, P.O. Box 343, Cooper Station, New York 3.**

For more details circle #953 on mailing card.

New 20-min. film of the tour of the Russian Olympic Gymnastic Team in the U.S., narrated by Bud Palmer, sports broadcaster, 16mm, with sound. **Nissen Trampoline Co., 930 27th Av. S.W., Cedar Rapids, Iowa.**

For more details circle #954 on mailing card.

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Literature on request

THE STRONG ELECTRIC CORP.
51 City Park Ave. Toledo 1, Ohio

Suppliers' News

Diamond Crystal Salt Co., St. Clair, Mich. announces introduction of a new corporate symbol designed to provide standard trademark identification on all of its products and promotion. The symbol is an abstract crystal form consisting of six converging diamonds, five outlined in fire red, and the sixth, is solid black.

Holcomb & Hoke Mfg. Co., Inc., Dept. 150, Indianapolis 7, Ind., manufacturer of **Foldoor**, announces a greatly extended warranty, covering all of the models of this national brand of folding doors and partitions. Some Foldoor parts are now warranted for the life of the original new installation, others for ten years. The new warranty covers the most important structural features that provide ease of operation, strength and rigidity.

Rheem Califone Corp., 1020 N. LaBrea Ave., Hollywood 38, Calif., manufacturer of audio-visual and language laboratory equipment and teaching machines, announces removal on June 1, 1961 to new quarters at 5922 Bowercroft St., Los Angeles 16. The new building brings all manufacturing and managerial operations under one roof.

Remington Rand Systems, Div. of Sperry Rand Corp., 122 E. 42nd St., New York 17, announces a lease plan, permitting business offices to be fully equipped with Remington Rand Systems equipment for immediate use, with no capital investment. The equipment is installed to speed the flow of paper work, increase efficiency and cut costs, on a monthly fee basis.

INDEX TO ADVERTISEMENTS

USE THIS PAGE TO REQUEST PRODUCT INFORMATION

The index on this and the following page lists advertisements in this magazine alphabetically by manufacturer. For additional information about any product or service advertised, circle the manufacturer's key number on the detachable postcard and mail it. No postage is required.

Products described in the "What's New" pages of this magazine also have key numbers which appear in each instance following the description of the item. For more information about these items, circle the appropriate numbers on the postcard and mail it, without postage, to The Nation's Schools.

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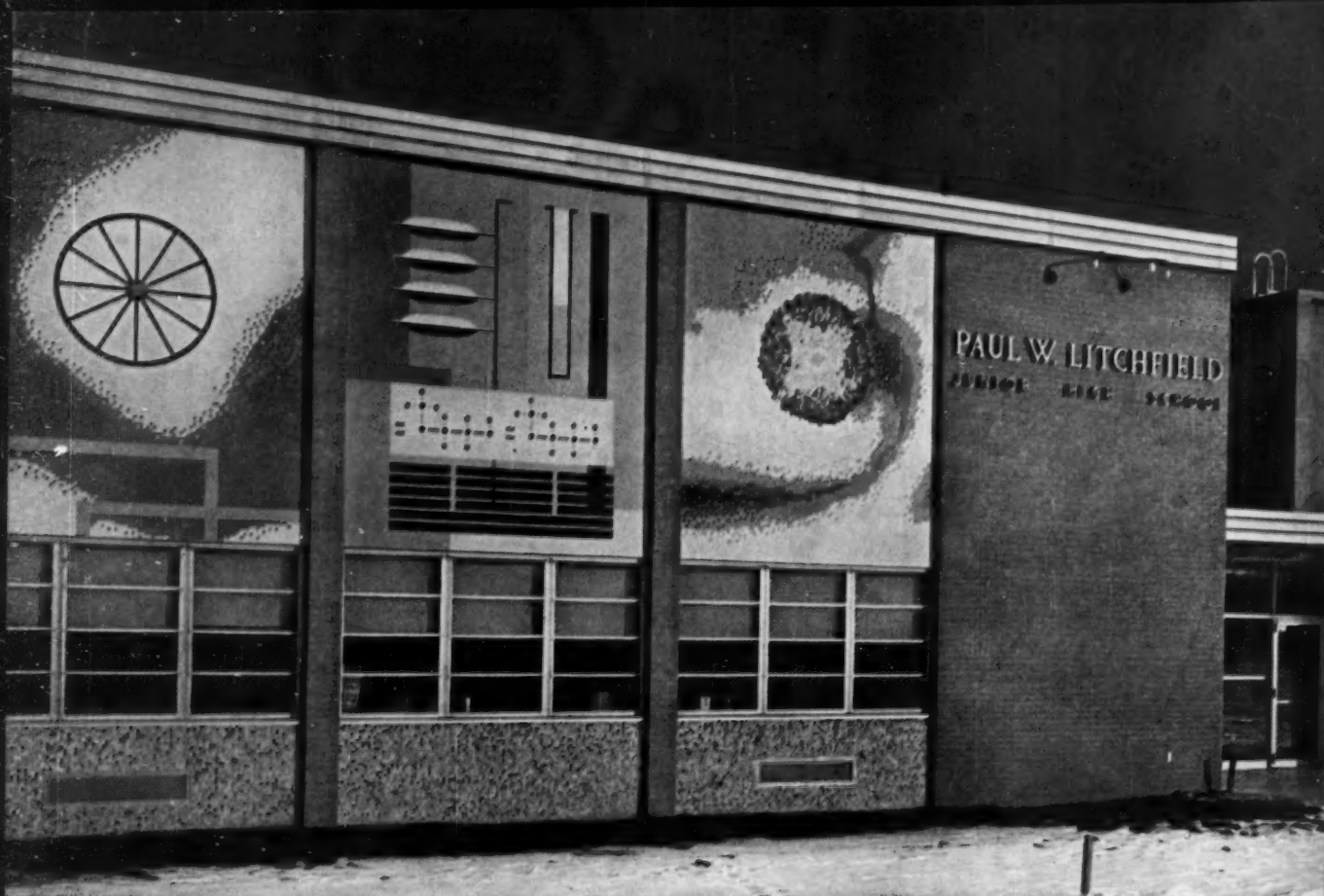
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Akron, Ohio

Tile Contractor: J. F. BERTOLINI CO.
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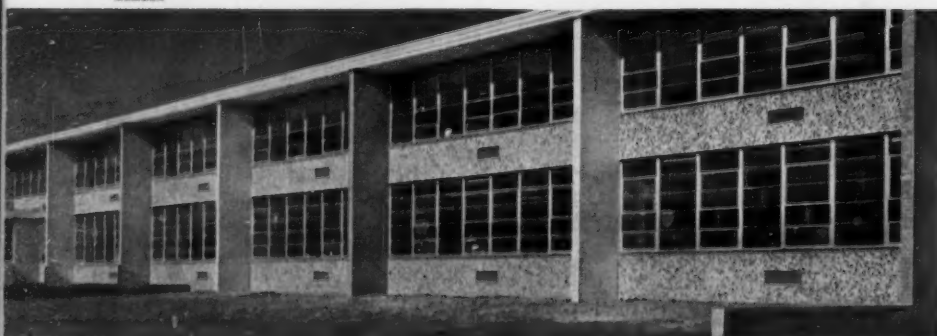
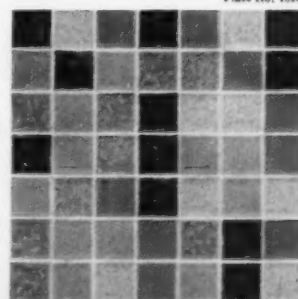
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